



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2022-2023**

## **FdA Business and Management**

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# 1. Welcome and Introduction to Foundation Degree in Business and Management

## 1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://Student Handbook | University Centre South Devon (ucsd.ac.uk)). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The FdA Business and Management programme provides a challenging yet rewarding curriculum which addresses major concepts, values, principles and rules within the business, leadership and management environment. Staff qualified in a range of subject areas (Law, Business, Finance), collaborate with colleagues and the business sector to represent the diverse range of issues to ensure the programme consistently meets local and national sector requirements. This collaboration ensures thorough embedding of work-related and work-based learning into the programme and supports the application of theory into practice through a variety of work related elements.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional academic qualifications to 'top-up' to a full undergraduate degree.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor	Lauren Dommett	<a href="mailto:laurendommett@southdevon.ac.uk"><u>laurendommett@southdevon.ac.uk</u></a>
Higher Education Lead	David Stephens	<a href="mailto:davidstephens@southdevon.ac.uk"><u>davidstephens@southdevon.ac.uk</u></a>
Programme Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk"><u>andrewfaulkner@southdevon.ac.uk</u></a>
Higher Education Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk"><u>andrewfaulkner@southdevon.ac.uk</u></a>
Curriculum Head	Chantelle Mashiter	<a href="mailto:chantellemashiter@southdevon.ac.uk"><u>chantellemashiter@southdevon.ac.uk</u></a>
Assistant Principal	Steve Caunter	<a href="mailto:stevecaunter@southdevon.ac.uk"><u>stevecaunter@southdevon.ac.uk</u></a>

### 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

### 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

### 1.5 Course Contact List

Details of your module's leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is on the website.

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
Lauren Dommett	<ul style="list-style-type: none"> <li>Developing Research and Practice</li> </ul>	<a href="mailto:laurendommett@southdevon.ac.uk">laurendommett@southdevon.ac.uk</a>	Monday only
Andrew Faulkner	<ul style="list-style-type: none"> <li>Human Resource Management</li> <li>Green and Sustainable Business</li> <li>Managing Change</li> </ul>	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>	
David Stephens	<ul style="list-style-type: none"> <li>Principles of Management</li> <li>Business Decision Making and Strategy</li> </ul>	<a href="mailto:davidstephens@southdevon.ac.uk">davidstephens@southdevon.ac.uk</a>	
Anne Palmer	<ul style="list-style-type: none"> <li>Organisational Behaviour</li> </ul>	<a href="mailto:annepalmer@southdevon.ac.uk">annepalmer@southdevon.ac.uk</a>	
Karolina Nowakowska	<ul style="list-style-type: none"> <li>Marketing and Innovation</li> </ul>	<a href="mailto:karolinanowakowska@southdevon.ac.uk">karolinanowakowska@southdevon.ac.uk</a>	Wednesday only
Nicola Dommett	<ul style="list-style-type: none"> <li>Business Finance and Economics</li> <li>Operations and Logistics Management</li> </ul>	<a href="mailto:nicoladommett@southdevon.ac.uk">nicoladommett@southdevon.ac.uk</a>	
Caroline Wilkinson	<ul style="list-style-type: none"> <li>Research Project</li> </ul>	<a href="mailto:carolinewilkinson@southdevon.ac.uk">carolinewilkinson@southdevon.ac.uk</a>	

## 1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory Reading

- Recommended books/eBooks:
  - Sedgley, M. (2020) *Skills for Business and Management*. Macmillan: London
    - For a **FREE** Sample chapter to this book, following this link: [https://www.macmillanihe.com/resources/sample-chapters/9781137603357\\_sample.pdf](https://www.macmillanihe.com/resources/sample-chapters/9781137603357_sample.pdf)

## 1.7 Curriculum design principles

### Programme Rationale (summary)

#### Context

The college has a long history of delivery of Management programmes at Higher Education level and currently delivers several professional (non-recognised) qualifications within the management section as well as provision at level 2 and level 3.

Students will be supported by an experienced, enthusiastic, and dedicated academic team at South Devon College. This network is designed to help business degree students find the balance between working life and study and to support them throughout the programme, enabling them to get the very best from the course.

## Content

At University Centre South Devon (part of South Devon College), we offer a platform for students to achieve their best here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond. The success and well-being of every student is important to us. When they study with University Centre South Devon, they'll be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

The overarching plan during year one is the development of student's knowledge, skills, and behaviours. This is achieved through exploring key theories that underpin the world of Business. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and start to consider the application. In year two, students will then build on their knowledge base with a focus on their ability to analyse and evaluate the impact of different approaches, and students will benefit from engaging with local business to better establish awareness of real-world application of theory to practice.

## Teaching and Learning Strategy

Delivery for the FdA Business and Management will be through a two-year full-time programme or alternatively as a three-year part-time programme. Delivery for the HNC Business and Management will be through a one-year full-time programme or alternatively as a two-year part-time programme. The programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronistic learning opportunities and resources on our online learning platforms, guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. All modules will be delivered by means of lectures or seminars. Additionally, in line with university ethos, a range of student-centred approaches will be used including workshops, group work, e-learning and self-directed study. Throughout each module there will be opportunity for formative assessment to further encourage and enhance learning. Guided independent study will take the form of your own self-selected activities from the wide range of resources available on Moodle which will support the development of skills. There is an expectation that students will read materials posted on Moodle and prepare for all tutorial sessions by pre-reading, making notes and asking relevant questions.

This teaching and learning strategy builds on the [UCSD Teaching, Learning and Scholarship Policy](#) and South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confidence and employable learner.

Modules are designed to promote detailed understanding of issues surrounding the business, management, and HR sectors. Lectures, student-led seminars, research and analytical formative assessments and problem-solving activities will cultivate independent

and critical thinkers. Guest speakers, group discussions and debate will aim to further develop and challenge the students' academic knowledge and skills. The FdA and HNC programmes will require students to firstly demonstrate their understanding at Level 4, before moving to the FdA Level 5 where they will apply skills and knowledge to specific contexts which are either closely aligned to local employment opportunities or relate to external challenges in the business and general management sector.

A major objective of the programmes is to produce graduates with both high level academic and transferable skills. In order to support and develop these abilities and consider student need; live projects, work based, and related learning and industry visits will be a significant characteristic of the programme. Students will participate in discussions where they will explore and criticise different related concepts and approaches. Students will further improve communication skills through presentations and group working. Independent study, tutorials with staff, self-reflection and feedback on formative and summative work will also enhance intellectual abilities

## **Resources**

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of eBooks and online journals specifically selected for courses related to Leadership and Management.
- The University of Plymouth online library, Primo, which hosts hundreds of thousands of eBooks and online journals.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or eBooks. If you wish to purchase any of the textbooks recommended, you can often get earlier editions of the books cheaper from online shops.

## **1.8 Assessment and feedback strategy**

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student->



[life/support/assessment-guidance/](#) and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

- Your assessment timetable will be available on Moodle at the start of your course.

Assessment will include assessment *for* learning (formative) and assessment *of* learning (summative), providing opportunities for feedback, feed-in and feedforward. Each assessment will be clearly mapped to learning outcomes and have a clear purpose and be valid, reliable, and fair; with university regulations and policies utilised to underpin all assessment.

Assessments are design to enable students to meet the learning outcomes of modules. Assessment of learning outcomes is guided by the University of Plymouth and UCSD assessment policies and affords students the opportunity to undertake a range of different summative tasks including written reports, practical activity and facilitation of workshops, design of promotional material, critical reviews, presentations, tests, literature reviews and research reports throughout their programme of study. All modules require an overall pass mark of 40%. Assessment briefs are published as part of the module guides ahead of the commencement of module teaching. Each assessment brief outlines how students can meet the learning outcomes through the assessment task, including a breakdown of what is expected.

There is a diverse mix of assessment methods which ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Student engagement is improved by using real life contexts in assessments which include case studies and/or linking to local industry to solve a problem. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is and independently or under direction to practise equivalent assessment tasks in advance of 'the real thing' and/or utilise these as formative tasks and discuss openly in taught sessions.

A range of formative assessment activities are included throughout the learning materials to enable students to assess their progress, areas of strength and further development needs. Draft tutorials are planned into the scheme of learning to discuss assessments in a full and detailed approach. Students typically receive written feedback on their draft submission, verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

Summative coursework submissions are via Turnitin. This allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission. Students are offered a range of practical assessment modes, potentially including the development of promotional materials and workshop resources. Practical assessments are marked in the moment, but a Turnitin submission of a reference list or presentation slides enables all feedback to be given via Turnitin for a consistent assessment feedback experience.

## 1.9 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>.

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application

process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk)

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.10 Preparation for Employment, further academic study and personal development**

The employability of graduates is a significant driving force in the design of this programme. Modules presented will develop skills in areas that employers have identified as necessary. Strong partnerships with employers will also provide visits and guest lectures to advance the student experience. Work-related learning has been designed to be appropriate to the needs of the student and will help to provide the knowledge and transferable skills needed for further study and ultimately employment. This consideration considers the variety of contexts in which the world of work can be represented, including different types of employers such as small and medium-sized enterprises, and self-employment, all of which contribute to the local and national economy.

The proposed Developing Research and Practice module will enable students to develop and hone their enquiring skills before moving on to the proposed Research Project, Marketing and Innovation modules which will allow for specific work-related research thus enabling students to work with local employers on real-life research projects, enabling them to focus their engagement on a particular area of interest and use to an organisation. Students studying this programme as a full or part-time qualification will ultimately benefit from the links made with employers as they progress through their studies.

## 1.11 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA 1 and 2				
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA 3, 4 and 5				
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 3 and 5				
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA 2, 3 and 5				
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA 5				

Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA 3				
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA 5				
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA 3 and 5				
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA 5				
<p><b>Further information:</b></p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

## 1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

## 1.13 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

<b>Policy/Procedure/Regulation</b>	<b>Provision</b>	<b>Comments</b>
Regulations	UCSD	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	UCSD	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals		
Assessment Policy	<a href="#">UCSD</a>	

## 2. Programme Specification

### 2.1 Programme Details

#### **FdA Business and Management**

**Final award title(s):** FdA Business and Management

**UCAS code:** N100

**HECOS code:** 100078

**Awarding Institution:** University of Plymouth

**Teaching institution:** University Centre South Devon – part of South Devon College

**Accrediting body(ies)** None

### 2.2 Brief Description of the Programme

The FdA Business and Management programme provides a challenging curriculum which addresses major concepts, values, principles and rules within the business and general management sector. The programme has been designed to develop an understanding of management and leadership competencies and capabilities based on an understanding of decision-making, management development and strategic leadership. Through excellent links with local industries, students will work directly with employers to enhance professional and employability skills through live projects, research projects, industry visits, and expert guest speakers. Students will also benefit from access to expert, knowledgeable staff who regularly collaborate with colleagues representing the diverse range of the sector to ensure the programme consistently meets local and national sector requirements.

### 2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

None

### 2.4 Exceptions to Plymouth University Regulations

*(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)*

None



## 2.5 Programme Aims

<b><i>Knowledge and understanding</i></b>	1. Enable students to develop understanding on the complex, diverse, dynamic business issues, theories, and concepts relevant to the Business and Management sector.
<b><i>Cognitive and intellectual skills</i></b>	2. Promote the development of key intellectual, cognitive, practical and research skills in line with local, national, and global issues.
<b><i>Key and transferable skills</i></b>	3. Develop students' broad range of key personal, cognitive/intellectual, transferable, practical and employment focussed skills.
<b><i>Employment related skills</i></b>	4. Enable students to contextualise learning and apply underlying concepts and principles to enhance and further develop practical employability skills.
	5. Support and assist students in becoming autonomous lifelong learners within the professional world.
<b><i>Practical skill</i></b>	6. Provide students the opportunity to present, analyse, evaluate, and interpret a range of data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of Business and Management.

## 2.6 Programme Intended Learning Outcomes (ILO)

***“On completion of the programme the student will have developed the ability to...”***

<b>8.1 Knowledge and understanding</b>	1. Discuss the complex, diverse, dynamic internal and external environment relevant for the business and management sector.
	2. Consider the effects of management in relation to a broad range of stakeholders, applying underlying concepts and principles contextually to demonstrate an awareness and of the ethical and moral responsibilities of leaders and managers
	3. Make sound management and leadership decisions, make judgements, and analyse, evaluate, and interpret data gathered through a range of methods
	4. Conceptualise existing and future issues relating to the business and management sectors.
<b>8.2 Cognitive and intellectual skills</b>	1. Demonstrate the ability to research and assess subject specific facts, theories, paradigms, principles, and concepts.
	2. Apply knowledge and understanding to issues, theories, and concepts relevant to the business and general management sector with reference to, amongst other things, local, national, and global issues.
	3. Describe and analyse information developing a reasoned argument and challenging assumptions
	4. Consider solutions to familiar and unfamiliar problems using critical thinking skills.
<b>8.3 Key and transferable skills</b>	1. Present a range of information using verbal and written communication, presentation, numeracy, and ICT skills.
	2. Use appropriate academic conventions and referencing to effectively communicate arguments through written work
	3. Plan and manage learning; locate, retrieve, and analyse appropriate data and evidence; enabling self-appraisal and reflecting on practice where appropriate.
<b>8.4 Employment related skills</b>	1. Plan their own development needs and identify the next steps in their professional development.
	2. Identify career pathways and employment opportunities for continuing professional development in the business and management sectors.

	3. Choose and utilise a range of appropriate skills and techniques relevant to the management of people, operations, other resources and making effective decisions.
<b>8.5 Practical skill</b>	1. The ability to collect and identify data gathered through a range of methods.
	2. Communicate understanding of concepts clearly via presentation.
	3. Apply theoretical concepts, formulate researchable problems, design appropriate data collection methods, and engage with a relevant ethical process.
	4. Collect, analyse, and evaluate data gathered through a range of methods.
	5. Enable evaluative, informed decision making

## 2.7 Distinctive Features

At University Centre South Devon (part of South Devon College), we offer a platform for students to achieve their best here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond. The success and well-being of every student is important to us. When they study with University Centre South Devon, they'll be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

The overarching plan during year one is the development of student's knowledge, skills, and behaviours. This is achieved through exploring key theories that underpin the world of Business. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and start to consider the application. In year two, students will then build on their knowledge base with a focus on their ability to analyse and evaluate the impact of different approaches, and students will benefit from engaging with local business to better establish awareness of real-world application of theory to practice.

Additional features include:

### ***Programme Student focus***

- At University Centre South Devon students can influence both at programme and college level through HE focused groups and meetings. The programme is delivered within a state-of-the-art building which the college has invested heavily within to provide students with dedicated HE facilities, learning support and social networking opportunities. Lectures, seminars, tutorials, practical's, guest speakers and workplace visits will be designed to facilitate students understanding and application. Students will be supported in their studies with a personal tutor programme and access to the Higher Education study support services provided by the University Centre South Devon.
- Formative and summative assessments and feedback will support students to achieve the programme and module outcomes. In accordance with the College Teaching and Learning framework, informal assessment and feedback will also be used within all scheduled teaching and learning activities.
- The programme will require students to firstly demonstrate their understanding at Level 4, before moving to apply skills and knowledge to specific contexts which are either closely aligned to local employment opportunities or relate to national and/or global challenges in the business and general management sector at level 5.
- All of the modules are designed to allow the student to develop knowledge, understanding and skill that is focused on their pathway whilst also creating a wider academic community for the students to experience.

### ***Academic team***

- Throughout the programme there is strong emphasis on learning within a supportive environment with access to qualified, experienced staff in a range of subject areas (Business, Law, CIPD, CMI, Tourism and Event Management). The academic team have diverse expertise and research interests providing assorted and engaging programme content. They undertake regular professional development in related sectors and collaborate with colleagues representing a range of the sectors to ensure the programme consistently meets local and national sector requirements.

### ***Employability***

- The programme offers strong industry links that provide opportunities for student projects and knowledgeable guest speakers. The close working relationships that students will develop with employers throughout their professional practice will enhance their transferable and employability skills and that may lead on to employment opportunities. The emphasis on professional skills will be included throughout, and additional opportunities for training and practical learning will be explored.
- Students will be supported at all stages of their studies to connect and engage with local companies and thus remain focused on developing the knowledge, understanding and skill that will support employability.

## 2.8 Progression Route(s)

Foundation Degree	UoP Progression Opportunity
FdA Business and Management	BA (Hons) Business (Full-time) BA (Hons) International Business Management (Full-time) BA (Hons) Human Resource Management BA (Hons) Leadership & Management (top-up) (UCSD, part of South Devon College)

## 2.9 Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade C (4) or above.

A-level/AS-level	Normal minimum entry requirements are 48 UCAS points. (Must include Maths and English GCSE at grade 4 (C) or above.)
T-Levels	Diploma in a related subject area. 48 UCAS points minimum.
BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made with a minimum of 48 UCAS points. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma with 48 UCAS points. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
Welsh Baccalaureate	24 Points minimum. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
Scottish Qualifications Authority	48 points minimum from Higher Certificate (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
Irish Leaving Certificate	48 points minimum from Higher Certificate. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
International Baccalaureate	24 Points (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)

Non-standard awards or experiences	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry qualifications will be considered based on relevant work experience and attainment of transferable skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment
APL/APEL	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed in accordance with <a href="#">University of Plymouth Admissions Policy</a> and <a href="#">Recognition of Prior Learning Policy</a>

## 2.10 Programme Structure

Level 4: FdA Business and Management - Full Time - 120 Credits					
Year	Semester	Module Code	Module	Credits	Core or Pathway Module
1	1	SOUD1542	Developing Research and Practice	20	Core module
1	1&2	SOUD1543	Organisational Behaviour	20	Core module
1	2	SOUD1544	Business Finance and Economics	20	Core module
1	1&2	SOUD1545	Marketing and Innovation	20	Core module
1	2	SOUD1546	Human Resource Management	20	Core module
1	1	SOUD1547	Principles of Management	20	Core module

Level 5: FdA Business and Management - Full Time - 120 Credits					
Year	Semester	Module Code	Module	Credits	Core or Pathway Module
2	1	SOUD2501	Operations and Logistics Management	20	Core module
2	2	SOUD2502	Business Decision Making and Strategy	20	Core module
2	2	SOUD2503	Green and Sustainable Business	20	Core module
2	1	SOUD2504	Managing Change	20	Core module
2	1&2	SOUD2505	Research Project	40	Core module

Level 4/5: FdA Business and Management - Part Time					
Year	Semester	Module Code	Module	Credits	Core or Pathway Module
<i>Year 1- 80 Credits</i>					
1	1	SOUD1542	Developing Research and Practice	20	Core module
1	1&2	SOUD1543	Organisational Behaviour	20	Core module
1	2	SOUD1544	Business Finance and Economics	20	Core module
1	1&2	SOUD1545	Marketing and Innovation	20	Core module
<i>Year 2 – 80 Credits</i>					
2	2	SOUD1546	Human Resource Management	20	Core module
2	1	SOUD1547	Principles of Management	20	Core module
2	2	SOUD2503	Business Decision Making and Strategy	20	Core module
2	1	SOUD2504	Managing Change	20	Core module
<i>Year 3 – 80 Credits</i>					
3	1	SOUD2501	Operations and Logistics Management	20	Core module
3	2	SOUD2502	Green and Sustainable Business	20	Core module
3	1&2	SOUD2505	Research Project	40	Core module

## 2.11 Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Programme Aims	Programme intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>Have achieved a level of knowledge and understanding of the underlying concepts and principles and an ability to evaluate and interpret these within the context of leadership and management.</li> <li>Refine and use a range of practical, conceptual or technological understanding to make progress when there are many interrelating aspects.</li> <li>Critically analyse, interpret and evaluate complex information, concepts and ideas.</li> <li>Demonstrate an awareness of the current developments in the field of leadership and management.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b> Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	1	1, 4, 5	<p>Written report. Essay Infographic Presentation Podcast Video-cast Seminar</p>	<p>SOUD3030 SOUD3072 SOUD3032 SOUD3037 SOUD3038 SOUD3040 SOUD3041 SOUD3043</p>



<ul style="list-style-type: none"> <li>Demonstrate a critical evaluation of a range of theories, models, frameworks and tasks within the role of management.</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>  All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and practical work. The nature of SOUD3043 will allow students to be exposed to a wide range of inter and multidisciplinary perspectives.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>An ability to present, evaluate, and interpret qualitative and quantitative data</li> <li>Develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management.</li> <li>Recall knowledge based on the directly taught programme demonstrating understanding of subject specific theories, paradigms, concepts and principles.</li> <li>An ability to define and solve routine problems collocating, summarising and analyse information, investigating lines of evidence from a limited range of sources to support findings</li> <li>Demonstrate some ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives including sources from academic literature</li> <li>Be able to plan, execute and present an independent piece of hypothesis-driven work (eg a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident.</li> </ul>	<p><b>Primary:</b>  Lectures, seminars, tutorials, guided research and independent study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b>  Industry visits, VLE</p>	2	1, 2, 5, 6	<p>Written report.  Essay  Infographic  Presentation  Podcast  Video-cast  Seminar</p>	SOUD3030 SOUD3072 SOUD3032 SOUD3078 SOUD3034 SOUD3079 SOUD3036 SOUD3037 SOUD3038 SOUD3080 SOUD3040 SOUD3041 SOUD3042 SOUD3043

<ul style="list-style-type: none"> <li>Be able to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate).</li> </ul>					
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about leadership and management from different types of sources and will be encouraged to communicate their findings in different contexts. Cognitive and intellectual skills will be delivered by lectures, presentations, seminars, and practical work. Typical assessments will include essays, reports, and presentations. More specifically, cognitive and intellectual skills will be measured by learning outcomes that require students to 'Critically Evaluate', 'Critically Analyse' and 'Apply the principles of...'</p>					
<p><b>Key Transferable Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>Solve basic numerical problems using the appropriate techniques.</li> <li>Address problems when provided with limited information involving many interrelating factors.</li> <li>Determine, refine, adapt and use appropriate methods and skills within the appropriate environment.</li> <li>Communicate to a variety of audiences in written, graphical and verbal forms.</li> <li>Make contributions to group discussions and teamwork activities.</li> <li>Listen and respond to others.</li> <li>Use the internet for communication and information retrieval.</li> <li>Recognise and respect the views of others reflect on team performance.</li> <li>Evaluate actions, methods and results and their implications</li> </ul>	<p><b>Primary:</b>  Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b>  Industry visits, VLE</p>	3, 4	3, 4, 6, 7	Written report. Essay Infographic Presentation Podcast Video-cast Seminar Portfolio	SOUD3030 SOUD3072 SOUD3078 SOUD3080 SOUD3043
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure. For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware. Assessment will be primarily through coursework (e.g. Essays, Reports, Portfolios, Seminars and Presentations).</p>					

<p><b>Employment Related Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• Recognise the existence of moral and ethical issues associated with industry</li> <li>• Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development.</li> <li>• Identify targets for personal, career and academic development</li> <li>• Accept some responsibility for their own learning, developing skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills).</li> <li>• Recognise personal strengths and weaknesses.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b> Industry visits, VLE</p>	4	2, 3, 6, 7	<p>Written report. Essay Infographic Presentation Podcast Video-cast Seminar Portfolio</p>	<p>SOUND3030 SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037 SOUND3080 SOUND3043</p>
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>The programme is intended embed a variety of employment related skills. Within the context of Leadership and Management these skills could include having a breadth and depth of knowledge about emerging issues and developments, having developed practical and analytical skills, being able to present information effectively and being able to link all of these elements together coherently to identify relationships. Students will undertake employment related activities as part of SOUND3078 and SOUND3080 which will allow them to develop employability skills in context.</p>					
<p><b>Practical Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.8)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• Plan, conduct and present an independent investigation with significant guidance</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p>	5	2, 6, 7	<p>Infographic Presentation Podcast Video-cast Live Project</p>	<p>SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037</p>

<ul style="list-style-type: none"> <li>• Relate investigations to some prior work and reference it appropriately</li> <li>• Apply a range of methods to solve problems</li> <li>• Use technologies to address problems</li> <li>• Present results of investigations in a number of formats</li> </ul>	<p>Secondary/Supplementary: Industry qualifications, accredited and unaccredited CPD activities, VLE</p>				<p>SOUND3038 SOUND3080 SOUND3040 SOUND3041 SOUND3042 SOUND3043</p>
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The range of practical techniques that will be taught will include collection of data, analysis and interpretation of results, and skills relevant to effective project management. Teaching methods with include practical activities, seminars, tutorials and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements).</p>					

## 2.12 Work Based/Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: 4				
WBL/WRL Activity:	Prog Intended LO	Related Module(s)	Assessed AO	Range of Assessments
Industry Visits	8.1.4, 8.2.2, 8.3.2	SOUD1542, SOUD1543, SOUD1544, SOUD1545, SOUD1546, SOUD1547	ALOs1,3 ALOs1,4 ALO4 ALOs1,2&3 ALO2 ALOs2,3,4	Personal Development Portfolio, Literature Review, Scenario Based exercise, Report, Structured Essay, Briefing Paper, Group Marketing Presentation, Handbook, Slide Deck with notes
Guest Speakers	8.2.2, 8.5.1	SOUD1543, SOUD1544, SOUD1545, SOUD1546, SOUD1547	ALO1 ALOs3,4 ALOs1,2&3 ALO2 ALO4	Scenario Based exercise, Report, Structured Essay, Briefing Paper, Group Marketing Presentation, Podcast,
Professional conferences	8.4.1, 8.5.1	SOUD1542, SOUD1544, SOUD1547	ALO2 ALO3 ALO4	Personal Development Portfolio, Structured Essay, Podcast
Live industry project	8.4.1, 8.5.1, 8.5.2	SOUD1545	ALOs1,2&3	Briefing Paper, Group Marketing Presentation

### [An explanation of this map:](#)

WBL and WRL are very significant to this programme and are embedded throughout. Students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to

local, national, and international business and management issues to ensure they have a real-world emphasis and prepare students for employment

**FHEQ level: 5**

<b>WBL/WRL Activity:</b>	<b>Prog Intended LO</b>	<b>Related Module(s)</b>	<b>Assessed AO</b>	<b>Range of Assessments</b>
Industry Visits	8.1.4, 8.2.2, 8.3.2, 8.4.3	SOUD2501, SOUD2502, SOUD2503 SOUD2509	ALOs2,4 ALO2 ALO1&3 ALO2,3,4&5	Case-study based question, Individual presentation, Structured essay, Academic Article, Group Seminar Project Dissemination
Guest Speakers	8.1.2, 8.2.2, 8.5.1	SOUD2501, SOUD2502, SOUD2503 SOUD2509	ALO6 ALO4 ALO1&3 ALO2,3,4&5	Individual presentation, Structured essay, Academic Article, Group Seminar Project Dissemination
Live real-world industry project	8.4.1, 8.4.3, 8.5.1, 8.5.2	SOUD2501, SOUD2502, SOUD2509	ALO2 ALO4 ALO1,2,3,4&5	Case-study based question, Presentation, Research Proposal, Project Dissemination

**An explanation of this map:**

WBL and WRL are very significant to this programme and are embedded throughout. Students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national, and international business and management issues to ensure they have a real-world emphasis and prepare students for employment

### 3. Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1542

**MODULE TITLE:** Developing Research and Practice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

The module will prepare a foundation for learning at degree level that can be applied throughout their programme and contribute to further study. This module will enable students to demonstrate their qualities and transferable skills which are necessary for employment requiring the exercise of responsibility and decision making, including the ability to relate professional practice to underlying theory and principles.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to prepare a student for understanding the practice of research within degree level study and becoming autonomous learners. It aims to cover aspects such as academic writing, referencing, study and transferable skills, and the key elements needed to study within a degree. As well as the core elements needed to be covered there is also the opportunity for students to engage in self-study, research, and one-to-one tutorials. This module aims to contribute to students' employability development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Describe their ability to identify, locate, evaluate, and use sources of information.	8.3.2 / 8.5.1 / 8.2.1
2. Analyse own strengths and weaknesses, and areas requiring further development,	8.4.1 / 8.3.1

as part of a continuing Personal Development Plan (PDP).	8.4.2 / 8.1.1
3. Establish how relevant theoretical perspectives have informed and enhanced practice, through research related skills.	8.4.2 / 8.1.2
4. Apply knowledge and skills relevant to employability and suitable professional settings	

<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Lauren Dommett

**NATIONAL COST CENTRE:** 133  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module underpins crucial research, academic, study and transferable skills necessary to studying at degree level and enhancing employability. This module explores academic literacy and research conventions within the chosen field. Demonstrated through a critical analysis of academic research, and evidence of professional practice; informed reflection; self-evaluation and personal action planning. The module will cover academic writing skills, research strategies and referencing, in addition to IT competences, analysis, evaluation and synthesis as well as professional, employability skills.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided Independent Study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Personal Development Portfolio – 2000 words – ALOs 1&2	50%
		50%
	Literature Review – 2000 words – ALOs 3&4	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Structured Essay – 3000 words – ALOs 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1543

**MODULE TITLE:** Organisational Behaviour

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Organisational Behaviour is concerned with understanding how humans think, act, and react in the workplace. This module introduces students to the study of the behaviour of individuals and groups within an organisational context and explores how that behaviour influences, and is influenced by, the culture and structure of an organisation and how it affects performance.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

This module aims to consider organisational and employee behaviour from a theoretical perspective, enabling students to understand cultural issues with the organisation. The module will provide students with an understanding of how organisational behaviour affects the performance of the individual, groups, and the organisation.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe the multi-level nature of the field of Organisational Behaviour.	8.1.2 / 8.2.2
2. Identify factors which affect individual and group behaviour and explain the impact these have on organisational performance.	8.1.2 / 8.4.2

3. Explain the impact of organisational culture and structure on individual, group, and organisational performance.	8.1.2
4. Discuss contemporary issues in organisational behaviour.	8.1.2 / 8.3.2
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1 &amp; 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23  
**MODULE LEADER:** Anne Palmer

**NATIONAL COST CENTRE:** 133  
**OTHER MODULE STAFF:** Chantelle Mashiter

### **Summary of Module Content**

The module recognises the increasing importance of the study and analysis of Organisational Behaviour in managing individual, group and organisational performance in a rapidly changing external business environment. The module will begin by defining and exploring the multi-level nature of Organisational Behaviour, before going on to consider theoretical approaches to individual and group behaviour in the workplace and the impact of this behaviour on the organisation. The reciprocal influence of business culture and organisational structure on individual and group performance will be analysed and contextualised using contemporary case studies.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	Scenario based exercise – 2000 words – ALOs 1&2	50%
	Report – 2000 words – ALOs 3&4	50%
		100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report – 3000 words – ALOs 1,2,3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1544

**MODULE TITLE:** Business Finance and Economics

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Finances in business are monitored to ensure there are enough funds to operate and that they are spending and investing wisely. This module will teach you how to keep a business operating smoothly without running out of cash while also navigating the often-turbulent economy and the role the government has in it. This module will help you understand these consequences the wider economy can have on day-to-day business operations.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

The aim of this module is for students to be able to use and apply the basic financial techniques in relation to measuring and reporting financial position and financial performance. Students will also begin to analyse and interpret financial statements using accounting ratios. Students will examine the implications of market forces and the role that a government has in managing an economy with a focus on the economic environment for businesses in a national, European, and global context.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Describe and discuss the rules and regulations for governance and reporting of financial accounts by organisations	8.1.1 / 8.4.1
2. Apply an accounting knowledge in the preparation and interpretation of financial statements.	8.2.1 / 8.2.2 / 8.3.1

3. Describe the relationship between market forces and organisational responses	8.5.1 / 8.3.2
4. Evaluate the differing views of the role of the state in managing an economy.	8.2.2 / 8.1.2 / 8.4.2 / 8.5.2
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Nicola Dommett

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

Accounting is widely regarded as a key feature of any successful business. This module will begin by demonstrating how the provision of vital information about performance and financial position offers valuable insight to business stakeholders which in turn enables them to make more informed decisions about the business. The module will provide an overview of financial accounting regulations and governance and how financial accounts are reported. Students will go on to develop an understanding of accounting statements and how they can be used to analyse business performance.

The second part of the module will look at explaining the basic economic problem of scarcity and choice and describe how different economic systems work. The module will explore the micro economic environment in detail and the role of market forces to determine equilibrium in a free market with no government intervention. The continuation of this will be to investigate why market failures occur and why some state intervention is required in the form of taxes, subsidies, and regulation and how businesses react

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	35	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	20	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case-study based questions - 2000 words - ALOs 1&2	50%
		50%
	Structured essay - 2000 words - ALOs 3&4	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case-study based questions - 3000 words - ALOs 1,2,3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1545

**MODULE TITLE:** Marketing and Innovation

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** N/A

**CO-REQUISITES:** N/A

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:**

Marketing has a core function, and this module will introduce the students to the key principles of marketing and their application. It will enable students to understand how creating an integrated approach, customer value and relationship, allows business to gain a competitive edge in the modern business environment.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to explore the key theories and concepts that underpin the marketing planning process and how they apply in a real live business case. It also develops ability to analyse and evaluate marketing techniques, which be a foundation for further specialist study. It will appraise innovations in marketing thinking in response to changes in the marketing environment, consider the factors that influence consumer behaviour and the need for an integrated approach. This module also aims to equip for a wide range of employment opportunities across all sectors.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Evaluate the definitions of key marketing concepts, theories, and models.	8.2.1
2. Apply a range of research techniques which inform marketing decisions	8.5.1 / 8.5.2
3. Make critical judgements for future business planning by presenting justified innovative recommendations	8.1.1 / 8.2.1 / 8.2.2

4. Present using a variety of transferable skills including communication skills; showing initiative; working independently; working with others and self-management.	8.3.1 / 8.3.2 / 8.4.1
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1 &amp; 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Karolina Nowakowska

**OTHER MODULE STAFF:** Chantelle Mashiter

### **Summary of Module Content**

Marketing creates a strong foundation for a successful business and its application is vital in a fast-changing, modern business environment. This module will start with an overview of the key definitions of marketing concepts, theories, and models. It will encourage the students to apply and appraise a range of research techniques which inform marketing decisions. This module will combine both traditional and digital marketing knowledge, consider the marketing innovations techniques that can improve overall business performance, and efficiency. It will also provide an opportunity to evaluate the effectiveness of brand management, and it will create an integrated customer focused approach.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	36	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion in relation to the key principles, concepts and values and their application in the context of practical application.
Tutorials	14	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback.
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT:**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	Briefing paper - 1600 words - ALO 1	100%
Practical	Group Marketing Presentation - 20 minutes - ALO's 2,3&4	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	PowerPoint slides, with notes - 2000 words - ALO's 2,3&4.	100%
Coursework	Briefing paper - 1600 words - ALO 1	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1546

**MODULE TITLE:** Human Resource Management

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Human resource management (HRM) is about how people are employed, managed, and developed in organizations. HRM is delivered by means of the HR system, which operates within the framework provided by the HR architecture. This module will consider current developments in the management of human resources in modern organisations operating within complex environments

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

The aim of this module is for students to be able to Define Human Resource Management and its ability to contribute to business success. The module will provide an overview of the key concepts of Human Resource Management including the procedures and practices for organisations to recruit and select appropriate employees, the principles and procedures for monitoring and supporting employees, approaches to remuneration and reward, and the scope of employment legislation.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Identify the role and purpose of human resource management	8.1.1 / 8.3.2
2. Explain the key HR concepts and how these link to organisation practices.	8.1.2 / 8.2.2
3. Understand and explain the reasons for different organisational approaches.	8.1.2 / 8.5.1

4. Describe the key people management skills required for the HR role in 21 <sup>st</sup> century organisations	8.4.2
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Andrew Faulkner

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** Alison Williams

### **Summary of Module Content**

This module addresses some of the key issues for human resource management in the 21st century and is designed to identify and examine of the role of the human resource (HR) function, and the opportunities and challenges facing HR, now and in the future. To do this the module will begin by looking at defining the basic HR function, considering the employment practices of HR such as inclusion, flexibility and wellbeing and the key people management skills required to function effectively within a HR role. The module will end by looking at the wider context in which HR sits before and exploring the role HR plays in organisational strategy and the impact that has on organisational management.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Handbook - 2200 words – ALOs 1&2	100%

Practical	Podcast - 15 minutes – ALOs 3&4	100%
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#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Podcast script - 1500 words ALOs 3&4	100%
Coursework	Handbook - 1800 word – ALOs 1&2	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD1547

**MODULE TITLE:** Principles of Management

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

An effective manager will possess a wide range of skills and knowledge that supports them in their role daily. This module will provide learners with the key concepts, theories, and models from a diverse range of management topics that will support them in their development as practicing managers or in transitioning to a management position in the future.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** None

### MODULE AIMS:

The aim of this module is to provide learners with a better understanding of the range and complexity of the skills and knowledge required when acting in the role of a high-performing manager. It seeks to provide students with a blend of academic theory and vocational knowledge to further their knowledge and understanding in this area and to promote good practice.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Evaluate the key skills required in the role of an effective manager.	8.1.1 / 8.2.1
2. Describe a range of tools and techniques available to the manager in planning, decision-making, and control.	8.2.1
3. Describe the role of the manager in forming and leading high-performing teams.	8.1.2 / 8.3.1

4. Explain how leadership qualities have a significant impact on the success or failure of management.	8.1.1 / 8.5.1
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** David Stephens

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** Kate Philp

### **Summary of Module Content**

This module aims to cover a wide range of management theories, models, and practices. It will cover several fields including leadership theory, stakeholder engagement, organisational culture, organising for success, quality assurance, financial monitoring, team building and performance indicators. The module will contain content from key theorists such as Maslow, McGregor and Lewin as well as techniques from professional bodies such as the CMI and vocational case studies to ensure a complementary approach to learning and development. A distinction will be made within the module between the key concepts of managing systems and managing people.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will explore the key concepts of this module and will introduce the learners to a wide range of theories, models, and vocational case studies. Learner engagement will be crucial and so group work, research activities and Q&A sessions will be an important component of these lectures.
Tutorials	15	Tutorials will offer tailored assessment support to learners on an individual basis via formative professional discussions. Group tutorials will cover any areas of concern about the learning material.
Guided independent study	140	Learners will be provided with a comprehensive reading list and resources accessible via the VLE. These resources can be used to support learning and for assessment research.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Slide deck with notes - 2000 words – ALOs 1&2	50%
	Report - 2000 words – ALOs 3&4	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report - 3000 words - ALOs 1, 2, 3 & 4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2501

**MODULE TITLE:** Operations and Logistics Management

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Operations Management embraces the tasks, responsibilities and decisions that transform inputs (such as materials, people, energy, and information) into outputs (services and products) and is central to what an organisation does. The operations function has a core role in how efficient and effective an organisation is and how well it meets its short- and long-term objectives. This module will consider what operations managers do, how they do it and why it's so important.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

This module aims to equip students with knowledge of the responsibilities of operations managers, in the areas of effective planning and decision making. It also aims to promote a positive attitude towards improving productivity and cost effectiveness.

The module also aims to challenge students to find solutions to business problems that work globally and responsibly within society and the environment.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Evaluate the design and process of products from conception to introduction.	8.5.4 / 8.2.2 / 8.3.2
2. Appraise the methods of production, layout of facilities and handling of materials	8.1.2 / 8.2.1 / 8.5.1

3. Critically evaluate the move towards total quality management and the methods involved	8.1.1 / 8.1.4
4. Critically analyse aspects of planning and controlling the delivery of services and products	8.4.3 / 8.5.2
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Nicola Dommett

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module starts with an overview of operations management and the transformation process and will go on to address the importance of process and product design and the role of innovation in a variety of organisational settings. The module will encourage students to apply a range of layout and flow diagrams to different scenarios and suggest improvements and adjustments to improve efficiency and effectiveness.

The module will also consider inventory control models within the context of supply chain management and corporate social responsibility. The module will go on to evaluate why quality is important and students will learn how to implement TQM strategies through the diagnosis and rectifying of quality related problems. The module will conclude with an analysis of a range of approaches to improving operations.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	24	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	14	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	7	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	155	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Coursework	Case-study based question - 2000 words - ALOs 3&4	100%
Practical	Individual Presentation - 15 minutes - ALOs 1&2	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report - 1800 words - ALOs 1&2	100%
Coursework	Case-study based question - 1800 words - ALOs 3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2502

**MODULE TITLE:** Business Decision Making and Strategy

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

It is vital that businesses can make informed decisions from relevant information that lead to a sustainable competitive advantage. This module will include the analyses necessary to provide managers with accurate information for decision making. During this module you will be introduced to strategy and the practical application of a strategy before examining a project framework that can be used to implement these decisions.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

The aim of this module is to provide learners with an understanding of the complexity of business decision making and the range of factors that impact upon these decisions. It further seeks to provide learners with strategy techniques with which to manage small-scale projects and improve the likelihood of a successful implementation of these decisions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Evaluate the internal and external analysis required to provide accurate information for business decision making.	8.1.1 / 8.2.1 / 8.5.5
2. Evaluate decision making models and interpret the decisions made	8.1.4 / 8.5.2 / 8.3.2
3. Critically analyse how organisations plan and deploy resources to deliver their strategies	8.1.2 / 8.2.3

4. Analyse an approach to managing a small-scale project to implement business decisions.	8.1.3 / 8.5.4 / 8.3.1
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** David Stephens

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module will provide learners with a broad range of theories, models, tools, and techniques with which to comprehensively analyse internal and external factors that impact upon decision making within businesses. The module will also review approaches that can be employed by businesses to select successful options based on quantitative and qualitative information. The module will then progress to cover elements of business management that learners could utilise to improve the chances of success when businesses are implementing the decisions that have been made. The module will therefore follow a logical progression through the various stages of business decision making to the implementation stage.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	28	Lectures will be clearly structured to provide students with the theories, models, tools, and techniques detailed within this module record. A variety of approaches will be utilised to assure learner engagement and participation.
Tutorials	7	Tutorials will be provided for the purposes of assessment support and to assist with queries or issues regarding module content. Dedicated formative assessment tutorials will be provided for feedback on draft assessments.
Assessment supervision and support	10	One-to-one sessions will be provided to learners for assessment supervision and support, and these can be provided on a face-to-face or remote basis. Additional time will be set aside for assistance with skills-based support such as presentation techniques.
Guided independent study	155	Learners will be provided with a comprehensive reading list and resources accessible via VLE. These resources can be used to support learning and for assessment research.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Structured essay- 1800 words – ALOs 1&2	100%
Practical	Presentation - 20 mins – ALOs 3&4	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report - 2000 words - ALOs 3&4	100%
Coursework	Structured essay - 1800 words – ALOs 1&2	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2503

**MODULE TITLE:** Green and Sustainable Business

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Sustainability challenges are shaping the way business operates in the 21st century. Businesses are under increasing pressure from multiple stakeholders to manage their impacts with clear responsibility and sustainable propositions to drive competitive advantage. By its nature, the content of the module will change each year, as issues change, new understandings emerge, and different perspectives apply.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

This module aims to explore the many issues faced by organisations in the business environment, such as sustainability and the green economy. This module will aim to build a capacity for students to understand and conceptualise multiple points of view on key issues that affects the current business community and could have an impact on stakeholders.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Evaluate a range of different perspectives based upon contemporary business issues	8.1.2 / 8.5.5 / 8.4.2
2. Analyse the methods and reporting of businesses' green and sustainable credentials.	8.2.2 / 8.5.1 / 8.5.4
3. Identify the potential stakeholder groups businesses can work with to develop and implement their sustainability strategies.	8.1.2 / 8.3.3 / 8.4.3
4. Recommend justified strategies for a sustainability-oriented business.	8.2.4 / 8.3.2 / 8.3.1 / 8.5.2

<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Andrew Faulkner

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module will begin by considering the current business environment and recent world events, including the green credentials and sustainability within the business community. It will consider ethical business practices in relation to social, cultural economic and environmental issues, whilst also considering the United Nations Sustainable Development Goals and how they can be applied to business. The recent development of the blue economy will also be considered with the module enabling the identification and response to sources of information and generate an understanding of different viewpoints.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	20	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	155	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Academic article – 2000 words - ALOs 1&2	100%

Practical	Group Seminar – 20 minutes – ALOs 3&4	100%
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#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic article – 2000 words - ALOs 1&2	100%
Coursework (in lieu of the original assessment)	Presentation slides (with notes) – 1800 words – ALOs 3&4	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2504

**MODULE TITLE:** Managing Change

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Change is a necessity for survival. This module considers the importance of change management and how it can be achieved and sustained. You will examine how change affects organisations and the individuals who work within them.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:**

### MODULE AIMS:

This module aims to provide students with an understanding of the management of organisational change through the exploration of organisational change and associated human resource theory and frameworks. The module will enable students to critically evaluate theory and practice in relation to the management of organisational change.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Analyse the broad nature, scope and individual elements that make change important.	8.1.2 / 8.3.1 / 8.5.1
2. Evaluate the concepts involved in the implementation and management of change	8.1.1 / 8.2.1 / 8.4.3
3. Apply the principles of change management to resolve change situations	8.2.2 / 8.3.2 / 8.5.3
4. Evaluate the external factors that can impact on successful change or businesses	8.1.1 / 8.3.3 / 8.5.5
<b>DATE OF APPROVAL:</b> 25/07/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 26/09/2022	<b>SCHOOL/PARTNER:</b> South Devon College

<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1
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Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Andrew Faulkner

**OTHER MODULE STAFF:** Chantelle Mashiter

### **Summary of Module Content**

The module explores the many issues of change management through examining the theoretical frameworks and models. It will go on to consider the impact of change management, including the effect on the organisation and the individuals who are involved. You will consider the key fundamental so the project management process, and how it can support change within organisations. The role of leadership, business processes and problem structuring methods will be reviewed to assess how they can facilitate change.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Lectures will be used to introduce the foundations for developing and writing the research project. Dedicated lectures will also be used to brief students on the two assignments.
Workshops/Seminars	10	Seminars/workshops will be used to provide the opportunity for further exploration of ideas and peer review, class discussion and to provide further guidance as necessary.
Tutorials	5	Individual tutorials will be used to support students with their research project going forward and to provide formative feedback.
Guided independent learning	155	Students will use this time to work on their area of research study and will be provided with the relevant resources and reading list to equip them with their study.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Scenario based exercise – 2000 words – ALOs 1&2	50%
	Infographic – 2000 words – ALOs 3&4	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report – 3000 words - ALOs 1,2,3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

## UNIVERSITY OF PLYMOUTH MODULE RECORD

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** SOUD2505

**MODULE TITLE:** Research Project

**CREDITS:** 40

**FHEQ LEVEL:** 5

**HECOS CODE:**100078

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

Research is widely regarded as a key feature of academic study. This module will enable you to undertake a research study of your choice within the parameters of your individual pathway, giving you the opportunity to investigate an area that is of particular interest to you, or one that you would like to explore to further develop your knowledge and understanding.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	30%	<b>P1</b> (Practical)	70%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business and Management

**Professional body minimum pass mark requirement:**

### MODULE AIMS:

The aim of this module is to further develop the skills and techniques necessary to ensure that students can carry out action-based research and apply to an area of study relevant to their individual pathway. Students will begin to learn how to define and refine a research question, select and appraise methodology and research techniques, reviewing a range of literature, and critically analyse and evaluate data, to be able to present reasoned and justifiable conclusions in the form of a presentation as part of the research showcase annual event.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Clearly identify and justify area of research selected for your chosen study with details of the methodology and research techniques that you will use	8.1.3 / 8.4.1 / 8.5.1 / 8.4.2
2. Effectively appraise relevant related literature appropriate for the area of study.	8.2.3 / 8.3.3 / 8.3.2
3. Present an evaluation of relevant research from a wide range of academic sources	8.1.4 / 8.3.1 / 8.3.3

<p>that is both selective and pertinent to the research topic.</p> <p>4. Critically analyse data supported by relevant theory and real-world organisations</p> <p>5. Discuss and evaluate arguments before presenting your conclusions in a logical and well-structured format.</p>	<p>8.1.2 / 8.5.5 / 8.5.3</p> <p>8.2.4 / 8.3.2 / 8.5.5 / 8.5.2</p>
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER: Semester 1 &amp; 2</b>

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2022/23

**MODULE LEADER:** Caroline Wilkinson

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** Chantelle Mashiter /  
Andrew Faulkner

### **Summary of Module Content**

The module will begin by exploring relevant areas of study, before moving on to develop and refine a research question that is pertinent to your individual pathway. You will develop your knowledge and understanding of different methodologies and consider a wide range of literature to enable a critical analysis and evaluation of the research theme. In addition, you will have the opportunity to develop and refine the techniques necessary to share and further develop your ideas and best practice with your module leader and your peers via workshops and tutorials. Referencing and the writing for academic study will also play a key role within the module.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	15	Lectures will be used to introduce the foundations for developing and writing the research project. Dedicated lectures will also be used to brief students on the two assignments.
Workshops/Seminars	25	Seminars/workshops will be used to provide the opportunity for further exploration of ideas and peer review, class discussion and to provide further guidance as necessary.
Tutorials	50	Individual tutorials will be used to support students with their research project going forward and to provide formative feedback.
Guided independent learning	310	Students will use this time to work on their area of research study and will be provided with the relevant resources and reading list to equip them with their study.
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Research Proposal – 1800 words 1 ALOs 1&2	100%
Practical	Research Project Dissemination as part of the annual UCSD Research Showcase – 30 minutes - ALOs 3,4&5	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Proposal – 1500 words - ALOs 1&2	100%
Coursework (in lieu of the original assessment)	Research Project Dissemination via video recording – 30 minutes - ALOs 3,4&5	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Date: XX/XX/XXXX	<b>Approved by:</b> Date: XX/XX/XXXX