



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2023-24

HNC Business and Management

Contents

1	Welcome and Introduction to FdA Business and Management.....	3
1.1	Welcome.....	3
1.2	Programme Management.....	3
1.3	Personal Tutor.....	4
1.4	Tutoring at UCSD.....	4
1.5	Course Contact List.....	5
1.6	Preparing for your programme.....	6
1.7	Curriculum design principles.....	6
1.8	Teaching and Learning Strategy.....	7
1.9	Research and employment-informed teaching and learning.....	8
1.10	Resources to support outstanding teaching and learning.....	9
1.11	Assessment and feedback strategy.....	10
1.12	Student engagement in ongoing programme development.....	11
1.13	Student Support Hub.....	11
1.14	Becoming a South Devon Graduate.....	13
1.15	Preparation for employment and further academic study.....	14
1.17	UCSD Enterprise and Employability Framework Mapping.....	15
1.18	Regulations, Policy and Procedures.....	18
2	Programme Specification.....	19
2.1	Programme Details.....	19
2.2	Brief Description of the Programme.....	19
2.3	Details of Accreditation by a Professional/Statutory Body (if appropriate).....	19
2.4	Exceptions to Plymouth University Regulations.....	20
2.5	Programme Aims.....	20
2.6	Programme Intended Learning Outcomes (ILO).....	20
2.7	Distinctive Features.....	21
2.8	Progression Route(s).....	23
2.9	Admissions Criteria.....	23
2.10	Programme Structure.....	25
2.11	Work Based/Related Learning.....	27
3	Module Records.....	29

1 Welcome and Introduction to FdA Business and Management.

1.1 Welcome

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 <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The HNC 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	laurendommett@southdevon.ac.uk
Higher Education Lead	David Stephens	davidstephens@southdevon.ac.uk
Programme Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Curriculum Head	Chantelle Mashiter	chantellemashiter@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

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.

Lauren is the personal tutor for this programme and is also a module leader. Lauren has worked within higher education for over 10 years and has been lecturing over the last 6 years specialising in business, law, and research modules across a range of programmes as part of University Centre South Devon. Lauren also has a breadth of experience of higher education admissions and student engagement, having supported students from application stage through to graduation and alumni. Lauren is passionate about the tutorial commitment, providing an opportunity for a range of support on a weekly basis as a group and on a 1-2-1 level, including academic support, personal and professional.

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 for students on UoP programmes.

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

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.

The tutorial and personal development curriculum 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.

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 based via this link: [Business, Law and Professional - University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

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

Module Leader	Modules	Contact	If part time days/hours that are worked
Lauren Dommett	<ul style="list-style-type: none"> • Tutorial • Developing Research and Practice 	laurendommett@southdevon.ac.uk	
Andrew Faulkner	<ul style="list-style-type: none"> • Human Resource Management 	andrewfaulkner@southdevon.ac.uk	
David Stephens	<ul style="list-style-type: none"> • Business Finance and Economics • Principles of Management 	davidstephens@southdevon.ac.uk	
Anne Palmer	<ul style="list-style-type: none"> • Organisational Behaviour 	annepalmer@southdevon.ac.uk	

Karolina Nowakowska	<ul style="list-style-type: none"> Marketing and Innovation 	karolinanowakowska@southdevon.ac.uk	Mon only
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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 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 activities and reading

- Recommended books/eBooks:
 - Sedgley, M. (2020) *Skills for Business and Management*. Macmillan: London
 - Available at: [Skills for Business and Management - Home \(bloomsburyonlineresources.com\)](https://www.bloomsburyonlineresources.com)

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.

1.8 Teaching and Learning Strategy

Delivery for the HNC 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, asynchronous 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 HNC programme will require students to firstly demonstrate their understanding at Level 4

A major objective of the programmes is to produce graduates with both high level academic and transferable skills. 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.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Name	Qualifications	Current Professional Activity / Achievement	Planned Activity
Andrew Faulkner	MA Human Resource Management PGCE BA (Hons) Business	Associate Member of CIPD SFHEA External Examiner for the School of Leadership and Management - Arden University	'Back to Industry' CPD event
Lauren Dommett	PGCE BSc (Hons) Law with Business	FHEA	'Back to Industry' CPD event
Chantelle Mashiter	PGCE	Director of Osprey Learning Trust.	'Back to Industry' CPD event

	MSc Tourism & Hospitality Management BSc (Hons) Tourism Management	Chair of the Finance, Audit & Risk Committee, Osprey Learning Trust. Governor of Highweek Primary School	PHD
Karolina Nowakowska	BA (Hons) EU Tourism & Recreation, EU Market	Freelance Business Mentor. Affiliate Member of The Chartered Management Institute (CMI)	'Back to Industry' CPD event
Kate Philp	BA (Hons) Leadership and Management BEd (Hons)	CMI Chartered Manager Programme Coordinator for Adults	CMI Level 7 Certificate in Strategic Management and Leadership
Anne Palmer	BA (Hons) Education, Development & Society Diploma for Teaching in the Lifelong Sector	Programme Coordinator for Young People	'Back to Industry' CPD event
David Stephens	Master's in Education BSc (Hons) Business Economics	HE Lead for Business	'Back to Industry' CPD event
Alison Williams	PGDip in Personnel Management BA (Hons) Modern Languages	Principal HR Consultant. Chartered Member of CIPD	'Back to Industry' CPD event
Caroline Wilkinson	PGCE BA (Hons) Business		'Back to Industry' CPD event

1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to...

- 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.

1.11 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

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task and receive summative developmental feedback and a grade for the task within 20-working-days.

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 UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. 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 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 we are here to help and can support you to make the right decisions for you and your studies. 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, we are here to support everyone. The team can 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 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, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

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

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for 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

Before you start your programme, you should engage with the online 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.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.15 Preparation for employment and further academic study

The employability of graduates was 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 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.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve.

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	SOUND1542 A4	Literature review		UCSD HE Study Skills support
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	SOUND1542 A1 SOUND1559 A2	PDP Marketing Presentation	Industry Visit	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 3 and 5	SOUND1559 A4 SOUND1546 A3, A4	Marketing Presentation Podcast	Industry Visit Tribunal Visit	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA 2, 3 and 5	SOUD1559	Marketing Presentation	Industry Visit	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA 4 and 5	SOUD1542 A2 SOUD1546	PDP Podcast		UCSD Employability Support and Personal Tutor Support
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	SOUD1559 A2, A3	Marketing Presentation	Industry Visit	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices	PA 5	SOUD1542 A2	PDP		UCSD HE Study Skills Support Personal Tutor support

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA 3 and 5	SOUND1559 A4	Marketing Presentation	Industry Visit	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA 5	SOUND1542 A3 SOUND1559 A2, A3, A4	Literature review Marketing Presentation	Industry Visit	Linkedin
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. 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>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						Extra employability-related activity will be recorded on the Employability Activity Form.

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for both UCSD and UoP can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	Policy for both UCSD and UoP can be found here	Depending on the awarding body
Extenuating Circumstances Policy	UCSD	
Academic Appeals	Regulations for both UCSD and UoP can be found here	Depending on the awarding body
Assessment Policy	UCSD	

2 Programme Specification

2.1 Programme Details

FdA Business and Management

Final award title(s): HNC 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 HNC Business and Management programme provides a varied curriculum which introduces 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

Knowledge and understanding	1 Introduce students to the complex, diverse, dynamic business issues, theories, and concepts relevant to the Business and Management sector.
Cognitive and intellectual skills	2 Promote the development of key intellectual, cognitive, practical and research skills in line with local, national, and global issues.
Key and transferable skills	3 Begin developing students' broad range of key personal, cognitive/intellectual, transferable, practical and employment focussed skills.
Employment related skills	4 Support and assist students in becoming autonomous lifelong learners within the professional world.
Practical skill	5 Provide students the opportunity to present, discuss, and interpret a range of data, to develop lines of argument 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...”

8.1 Knowledge and understanding	<ol style="list-style-type: none"> 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
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8.2 Cognitive and intellectual skills	<ol style="list-style-type: none"> 1. Demonstrate the ability to research and assess subject specific facts, theories, paradigms, principles, and concepts. 2. Demonstrate understanding on the issues, theories, and concepts relevant to the business sector with reference to, amongst other things, local, national, and global issues.
8.3 Key and transferable skills	<ol style="list-style-type: none"> 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
8.4 Employment related skills	<ol style="list-style-type: none"> 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.
8.5 Practical skill	<ol style="list-style-type: none"> 1. The ability to collect and identify data gathered through a range of methods. 2. Communicate understanding of concepts clearly via presentation.

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
HNC Business and Management	FdA Business and Management (UCSD, part of South Devon College) – Stage 2

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 University of Plymouth Admissions Policy and Recognition of Prior Learning Policy

2.10 Programme Structure

Level 4: HNC Business and Management - Full Time - 120 Credits				
Year	Semester	Module Code	Module	Credits
1	1	SOUD1542	Developing Research and Practice	20
1	1&2	SOUD1543	Organisational Behaviour	20
1	2	SOUD1544	Business Finance and Economics	20
1	1&2	SOUD1559	Marketing and Innovation	20
1	2	SOUD1546	Human Resource Management	20
1	1	SOUD1547	Principles of Management	20

Level 4: HNC Business and Management - Part Time

Year	Semester	Module Code	Module	Credits
<i>Year 1- 60 Credits</i>				
1	1	SOUD1542	Developing Research and Practice	20
1	1&2	SOUD1543	Organisational Behaviour	20
1	2	SOUD1544	Business Finance and Economics	20
<i>Year 2 – 60 Credits</i>				
2	1&2	SOUD1559	Marketing and Innovation	20
2	2	SOUD1546	Human Resource Management	20
2	1	SOUD1547	Principles of Management	20

2.11 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	SOUND1542, SOUND1543, SOUND1544, SOUND1559, SOUND1546, SOUND1547	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	SOUND1543, SOUND1544, SOUND1559, SOUND1546, SOUND1547	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	SOUND1542, SOUND1544, SOUND1547	ALO2 ALO3 ALO4	Personal Development Portfolio, Structured Essay, Podcast
Live industry project	8.4.1, 8.5.1, 8.5.2	SOUND1559	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

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.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe their ability to identify, locate, evaluate, and use sources of information.	8.3.2 / 8.5.1 / 8.2.1 8.4.1 / 8.3.1

2. Analyse own strengths and weaknesses, and areas requiring further development, 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.	

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

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: 2023/24

NATIONAL COST CENTRE: 133

MODULE LEADER: Lauren Dommett

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Personal Development Portfolio – 2000 words – ALOs 1&2	50%
	Literature Review – 2000 words – ALOs 3&4	50% 100%

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lauren Dommett Date: 28/04/2023	Approved by: Andrew Faulkner Date: 02/05/2023

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.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (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
DATE OF APPROVAL: 25/07/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 26/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

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: 2023/24
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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
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	
Updated by: Anne Palmer Date: 28/04/2023	Approved by: Andrew Faulkner Date: 02/05/2023

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.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Describe and discuss the rules and regulations for governance and	8.1.1 / 8.4.1

reporting of financial accounts by organisations. 2. Apply an accounting knowledge in the preparation and interpretation of financial statements. 3. Describe the relationship between market forces and organisational responses. 4. Evaluate the differing views of the role of the state in managing an economy.	8.2.1 / 8.2.2 / 8.3.1 8.5.1 / 8.3.2 8.2.2 / 8.1.2 / 8.4.2 / 8.5.2
DATE OF APPROVAL: 25/07/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 26/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

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: 2023/24

MODULE LEADER: David Stephens

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case-study based questions - 2000 words - ALOs 1&2	50%
	Structured essay - 2000 words - ALOs 3&4	50%
		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: Nicola Dommett Date: 28/04/2023	Approved by: Andrew Faulkner Date: 02/05/2023

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: SOUD1559 **MODULE TITLE:** Marketing and Innovation
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**100078
PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** Y

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.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	40%	P1 (Practical)	60%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
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
DATE OF APPROVAL: 25/07/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 26/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

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: 2023/24

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT:

Element Category	Component Name	Component Weighting
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	
Updated by: Karolina Nowakowska Date: 28/04/2023	Approved by: Andrew Faulkner Date: 02/05/2023

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to

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 st century organisations.	8.4.2
DATE OF APPROVAL: 25/07/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 26/09/2022	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

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: 2023/24

NATIONAL COST CENTRE: 133

MODULE LEADER: Andrew Faulkner

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Handbook - 2200 words – ALOs 1&2	100%
Practical	Podcast - 15 minutes – ALOs 3&4	100%

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	
Updated by: Andrew Faulkner Date: 02/05/2023	Approved by: Chantelle Mashiter Date: 02/05/2023

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.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
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

<p>3. Describe the role of the manager in forming and leading high-performing teams.</p> <p>4. Explain how leadership qualities have a significant impact on the success or failure of management.</p>	<p>8.1.2 / 8.3.1</p> <p>8.1.1 / 8.5.1</p>
<p>DATE OF APPROVAL: 25/07/2022</p>	<p>FACULTY/OFFICE: Academic Partnerships</p>
<p>DATE OF IMPLEMENTATION: 26/09/2022</p>	<p>SCHOOL/PARTNER: South Devon College</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	<p>SEMESTER: Semester 1</p>

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: 2023/24

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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
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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: David Stephens Date: 28/04/2023	Approved by: Andrew Faulkner Date: 02/05/2023