PROGRAMME QUALITY HANDBOOK 2020-21

FdA Business and Management

Contents

1. Welcome and Introduction to FdA Business and Management.

Welcome to the Foundation Degree in Business and Management delivered by University Centre South Devon.

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 based learning into the programme and supports the application of theory into practice through a variety of work related elements.

Programme delivery is set in the context of a state of the art building with dedicated HE facilities, learning support and social networking opportunities. There is also a high ratio of staff to students ensuring that students receive significant levels of academic support and achievement. Students have the opportunity to influence both at programme and college level through HE focused groups and meetings, this in turn enables a comprehensive, inclusive and collaborated approach for both the programme of study and the learning environment.

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 vocational and academic qualifications.

This Programme Quality handbook contains important information including:
- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:
- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
  o available at:
  https://www.plymouth.ac.uk/your-university/governance/student-handbook

1.1. Programme Management

Andrew Faulkner: Programme Coordinator Business / Programme Manager for FdA Business & Management / Module Leader
With over 20 years retailing experience, Andrew returned to education later in life and is an alumni of UCSD and the University of Plymouth, having studied a BA (Hons) in Business. After completing his PGCE, and alongside completing a MA (Hons) in Human Resource Management, Andrew has led on the development of the BA (Hons) in Leadership & Management. With experience of teaching business from levels 2 to 6, he is now Programme Coordinator for the Business section. Andrew has won University of Plymouth SSTAR award for Outstanding Personal Tutor, as well as South Devon College awards for 'Inspirational Teaching, Learning and Assessment' and the 'Support' award.

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.
- FdA Yr1 Personal Tutor for 2020/21: **Andrew Faulkner**
- FdA Yr2 Personal Tutor for 2020-21: **Nicola Dommett**

Further information about personal tutoring at UCSD can be found by following this link to the Student Development policy.

1.3. Module Leaders

Nicola Dommett
Nicola began her career working for an international Fund Management company in London. Here she was responsible for managing client relationships and their fund portfolios. Following this, Nicola worked in the manufacturing sector as an export sales manager. This extensive industry experience proved to be an excellent foundation for teaching business and finance covering a range of levels. She previously managed A-level and GCSE provision at the College and now enjoys focusing purely on teaching on level 3 and degree programmes. Nicola has previously been nominated in the category of Lecturer of the Year.

David Chambers-White
With an extensive background in law, focusing on: criminal; family and child welfare David has been teaching law for over 25 years in both further and higher education. He has taught law at many different levels and is now teaching and coordinating level 3 Law, the Foundation Degree in Law and CILEx programmes at the College. David has previously won College awards for 'inspirational teaching' and 'outstanding student support' and is regularly nominated for the same and has also won the Plymouth University SSTAR Award for 'Most Dedicated Dissertation/Project Supervisor (Faculty

Winner)'. David is also a qualified integrative psychotherapist and is passionate about teaching and learning and about inspiring, supporting and helping to develop the next generation of legal professionals.

Anne Palmer
Anne began her career at the world headquarters of Nestlé in Vevey, Switzerland. Here she worked in the international sales division collaborating with Nestlé's subsidiaries worldwide. On her return to the UK, Anne held positions in local government customer relations and in international sales and as an executive assistant in the electronics manufacturing industry. Anne has also worked in the voluntary sector as treasurer of a local charity. Her experience, in both public and private sector organisations, enables Anne to teach across a range of FE and HE provision, from Entry Level 3 to Foundation Degree. Anne's main area of academic interest lies in organisational management and behaviour. Anne has been nominated by students for awards in the categories of Learning Support of the Year and Lecturer of the Year.

Further module Leaders for 2020-21 are:
- Karolina Nowakowska
- David Stephens
- Caroline Wilkinson

1.4. Course Contact List

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	Module	Contact
Andrew Faulkner	• People & Performance Management	andrewfaulkner@southdevon.ac.uk
Nicola Dommett	• Financial Reporting & Accountability • Economics for Business • International Trade & finance • Operations & Logistics Management	nicoladommett@southdevon.ac.uk
Karolina Nowakowska	• Marketing Intelligence & Strategy	karolinanowakowska@southdevon.ac.uk
David Chambers-White	• Principles of Business Law	dwhite@southdevon.ac.uk
Anne Palmer	• Work Based Learning • Organisational Behaviour	annepalmer@southdevon.ac.uk
Caroline Wilkinson	• Digital Business and Enterprise • Innovation in Business	carolinewilkinson@southdevon.ac.uk
David Stephens	• Researching Corporate Strategy	David.stephens@southdevon.ac.uk

1.5. 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 step 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:

    o 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

1.6. COVID19 Programme Planning

Covid 19 programme Planning	
General approach being undertaken	We will follow government advice on social distancing and personal safety to ensure a 'COVID secure' working and learning environment. We know that we all may need to adapt if COVID conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required. We will continue to update our dedicated COVID-19 webpage if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.
Programme Teaching and Learning changes being undertaken	In the event another COVID outbreak effecting the UCSD, we will continue to deliver content via the Microsoft Teams platform as per the usual timetable of modules. Practical elements of the course may be effected and alternative methods will be adopted instead of physical components
Programme Assessment changes being undertaken	In the event another COVID outbreak effecting the UCSD, there will need to be practical elements of the programme assessment adapted to suit the COVID conditions. This has already been factored in to the existing assessments to enable minor adaption to take place.

2. Programme Specification

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	South Devon College
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Full time / Part time
Final Award:	FdA
Intermediate Award:	N/A
Programme Title:	Business & Management
UCAS Code:	N100
JACS Code:	N100
Benchmarks:	Framework for Higher Education Qualifications (FHEQ), Foundation Degree Qualification Benchmark (FDQB). National Occupational Standards Business Management 2010. Subject benchmarks have been taken into account and informed the Foundation Degree in the following field: Business and Management 2015
Date of Programme Approval:	20/05/2016

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[1] Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

PS2. Brief Description of the Programme

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

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.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

None

PS4. 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

PS5. Programme Aims

1. Students with knowledge and develop understanding on issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

2. Students who have the ability to present, analyse, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management

3. Students who are equipped with a range of transferable skills for employment or further study.

4. A programme of study designed to enhance and develop qualities and transferable skills relevant for business and management, including the ability to develop in to self-managing, reflective and adaptable professionals.

5. Students who are able to contextualise learning and apply underlying concepts and principles to enhance and further develop practical employability skills

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Manage and lead in business scenarios using current theories and concepts

2. Make sound management and leadership decisions, make judgements and analyse, evaluate, and interpret qualitative and quantitative data

3. Demonstrate a range of transferable skills relevant for employment or further study

4. Work autonomously and collaboratively and demonstrate skills necessary for becoming self-managed, reflective and professional practitioners.

5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills

6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

PS7. Distinctive Features

- ***Programme Student focus***
  - At South Devon College students have the opportunity to 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

- ***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, Tourism, Event Management, Healthcare, CMI, and CIPD). 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.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:
Minimum student numbers per stage = 10
Target student numbers per stage = 15
Maximum student numbers per stage = 30

PS9. Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Students who successfully complete the FdA Business and Management programme will be able to progress to stage 3 at the University of Plymouth in the following programmes:

- BA (Hons) Business
- BA (Hons) Human Resource Management
- BA (Hons) International Management

Alternatively, students who successfully complete the FdA Business and Management programme will be able to progress to:

- **BA (Hons) Leadership & Management at University Centre South Devon**

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs at Level 4 or above:**	Communication and Application of Number at level 2 5 GCSEs including English and Maths
Level 3: at least one of the following: - **AS/A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	48 UCAS points from a completed programme of level 3 (A level) qualifications Minimum MMP 26 points 48 points minimum
Work Experience:	Considered on individual merit
Other HE qualifications / 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 on the basis of 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
APEL / APCL[2] possibilities:	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 Regulations
Interview / Portfolio requirements:	Interviews may be employed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No

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[2] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

All modules are covered by the programmes' external examiner with the exception of SOUD1407 Marketing Intelligence and Strategy, which is delivered jointly with FdA Digital Marketing

Additional stakeholders specific to this programme:

• Students	Programme Committee Meetings Student liaison meetings
• Graduates	Engaged with as alumni
• Local employers	Involved as part of the professional practice modules and through employer forums
• Professional bodies	
• Plymouth University	

PS12. Programme Structure

Academic Year: 2020/2021
Programme Code: 5899

FdA Business and Management Level 4 – FULL TIME					
Module Code	**Module Title**	**Credits**	**Year of Delivery***	**Semester/Term of Delivery**	**Core/Optional**
SOUD1405	Financial Reporting and Accountability	20	1	Semester 1	Core
SOUD1406	Work Based Learning	20	1	Semester 1 and 2	Core
SOUD1407	Marketing Intelligence and Strategy	20	1	Semester 1 and 2	Core
SOUD1408	Economics for Business	20	1	Semester 2	Core
SOUD1525	Digital Business and Enterprise	20	1	Semester 1 and 2	Core
SOUD1410	Organisational Behaviour	20	1	Semester 1 and 2	Core

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

Academic Year: 2021/2022
Programme Code: 5899

FdA Business and Management Level 5 – FULL TIME					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2477	Operations and Logistics Management	20	2	Semester 2	Core
SOUD2358	Principles of Business Law	20	2	Semester 1 and 2	Core
SOUD2478	People and Performance Management	20	2	Semester 1 and 2	Core
SOUD2360	International Trade and Finance	20	2	Semester 1	Core
SOUD2479	Innovation in Business	20	2	Semester 2	Core
SOUD2362	Researching Corporate Strategy	20	2	Semester 1	Core

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

Academic Year: 2020/2021
Programme Code:5900

FdA Business and Management Part time					
Module Code	**Module Title**	**Credits**	**Year of Delivery***	**Semester/Term of Delivery**	**Core/Optional**
SOUD1406	Work Based Learning	20	1	Semester 1 and 2	Core
SOUD1407	Marketing Intelligence and Strategy	20	1	Semester 1 and 2	Core
SOUD1408	Economics for Business	20	1	Semester 2	Core
SOUD1525	Digital Business and Enterprise	20	1	Semester 1 and 2	Core
SOUD1405	Financial Reporting and Accountability	20	2	Semester 1	Core
SOUD1410	Organisational Behaviour	20	2	Semester 1 and 2	Core
SOUD2477	Operations and Logistics Management	20	2	Semester 2	Core
SOUD2479	Innovation in Business	20	2	Semester 2	Core
SOUD2358	Principles of Business Law	20	2	Semester 1 and 2	Core
SOUD2478	People and Performance Management	20	2	Semester 1 and 2	Core
SOUD2360	International Trade and Finance	20	2	Semester 1	Core
SOUD2362	Researching Corporate Strategy	20	2	Semester 1	Core

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

PS13.   Explanation and Mapping of 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: 4					
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**
Knowledge / Understanding: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7) National Occupational Standards for Business Management 2010 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A knowledge of the underlying concepts and principles and an ability to evaluate and interpret these within the context of business and management. In particular: • Identify and explain the economic principles underlying business behaviour.	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE	1	1 & 6	Written report, structured essay, case study, group presentations, podcast	SOUD1405 SOUD1407 SOUD1408 SOUD1525 SOUD1410

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

- Identify the key internal functions and relationships within business organisations. - Demonstrate an understanding of factors, including legal, ethical and social, affecting business organisations on a local, national and global level - Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people. - Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability - Identify management accounting information required for decision making. - Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK					

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:
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 guest speaker presentations

Cognitive and Intellectual Skills:

For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass:	Primary: Scheduled activites, industry visits, guided independent	2	2	Written report, structured essay,	SOUD1407 SOUD1408 SOUD1525

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management. In particular to: • Critically analyse literature on business. • Research , synthesise and evaluate primary and secondary data • Apply business principles and theory to a variety of situations. • Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions • Demonstrate commercial acumen, innovation and creativity	study, guest speaker presentations Secondary/Supplementary: VLE Work Related Learning			presentations, Audit, Podcast	SOUD1410
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business and management from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of cognitive and intellectual skills will be facilitated in lectures, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.					
Key Transferable Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010 **By the end of this level of this programme the students will be able to demonstrate for a threshold pass:** An ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Based and Related Learning	3	3	Audit, Group Presentation, portfolio Reflective log	SOUD1406 SOUD1407 SOUD1525

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

- Interact effectively within a team / learning group. - show emotional intelligence and empathy - Self-manage learning using a range of resources from associated discipline areas. - Communicate effectively in a manner appropriate to the business environment. - Investigate theoretically informed explanations. - Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies.					

An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:
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 (specifically SOUD1406 Work Based Learning). 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.

| **Employment Related Skills:**

For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015
(3.8, 3.9)
National Occupational Standards for Business Management 2010

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:
An ability to develop qualities and transferable skills relevant for business and management, including the ability to:
Identify, research and apply business theory. | Primary:
Scheduled activities, industry visits, guided independent study, guest speaker presentations
Secondary/Supplementary:
VLE | 4 | 4 | Audit, Group Presentation, portfolio Reflective log | SOUD1406
SOUD1407 |

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

- Explain business theory clearly orally and in writing. - Solve business related problems. - Understand and apply sector's and employers professional standards, including commitments to impartiality and confidentiality. - Demonstrate understanding of organisational behaviour with reference to the business sector. - Analyse information and demonstrate a critical as well as accurate understanding.	Work based and related learning				

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:
The programme is intended to embed a variety of employment related skills. Within the context of business and management these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. Modules SOUD1406 Work Based Learning; SOUD1407 Marketing and Intelligence Strategy require the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.

Practical Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.9) National Occupational Standards for Business Management 2010 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to: - Demonstrate a range of academic skills. - Practice in an ethically competent way. - Reflect on theory and practice in a structured and coherent way. - Perform a range of practical competencies to professional standards.	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Based and Related learning	5	5	Audit, Group Presentation, portfolio Reflective log	SOUD1406 SOUD1407

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

- Demonstrate competence in a range of IT applications
- Work with diverse groups and individuals

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).

FHEQ level: 5					
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**
Knowledge / Understanding: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7) National Occupational Standards for Business Management 2010 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A knowledge of the underlying concepts and principles and an ability to evaluate and interpret these within the context of business and management. In particular: • Identify and explain the economic principles underlying business behaviour. • Identify the key internal functions and relationships within business organisations. • Demonstrate an understanding of factors, including legal, ethical and	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE	1	1 & 6	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2477 SOUD2358 SOUD2478 SOUD2360 SOUD2361 SOUD2362

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

social, affecting business organisations on a local, national and global level • Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people. • Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability • Identify management accounting information required for decision making. • Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK					

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:

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 guest speaker presentations

Cognitive and Intellectual Skills:

For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management. In particular to:	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Related Learning	2	2		Educational leaflet, structured essay, presentations, academic article, group report	SOUD2477 SOUD2478 SOUD2360 SOUD2361 SOUD2362

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

• Critically analyse literature on business. • Research , synthesise and evaluate primary and secondary data • Apply business principles and theory to a variety of situations. • Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions • Demonstrate commercial acumen, innovation and creativity					

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:
Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business and management from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of cognitive and intellectual skills will be facilitated in lectures, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.

Key Transferable Skills:

For this programme the following has been guided by the QAA Benchmark Statement in
Business and Management 2015
(3.9)
National Occupational Standards for Business Management 2010

| By the end of this level of this programme the students will be able to demonstrate for a threshold pass:
 An ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:
 • Interact effectively within a team / learning group.
 • show emotional intelligence and empathy | Primary:
 Scheduled activities, industry visits, guided independent study, guest speaker presentations
 Secondary/Supplementary:
 VLE
 Work Related Learning | 3 | 3 | Educational leaflet, structured essay, presentations, academic article, group report | SOUD2477
 SOUD2358
 SOUD2478
 SOUD2360
 SOUD2361
 SOUD2362 |

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

- Self-manage learning using a range of resources from associated discipline areas. - Communicate effectively in a manner appropriate to the business environment. - Investigate theoretically informed explanations. - Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies.					
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: 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.					
Employment Related Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8, 3.9) National Occupational Standards for Business Management 2010 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to develop qualities and transferable skills relevant for business and management, including the ability to: - Identify, research and apply business theory. - Explain business theory clearly orally and in writing. - Solve business related problems. - Understand and apply sector's and employers professional standards,	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work related learning	4	4	Research proposal, group report and presentation	SOUD2362.

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

including commitments to impartiality and confidentiality. • Demonstrate understanding of organisational behaviour with reference to the business sector. • Analyse information and demonstrate a critical as well as accurate understanding.					

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:

The programme is intended to embed a variety of employment related skills. Within the context of business and management these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. For example, module SOUD2362 Exploring Corporate Strategy requires the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.

Practical Skills:

For this programme the following has been guided by the QAA Benchmark Statement in
 Business and Management 2015
(3.7, 3.9)
National Occupational Standards for Business Management 2010

By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to: • Demonstrate a range of academic skills. • Practice in an ethically competent way. • Reflect on theory and practice in a structured and coherent way. • Perform a range of practical competencies to professional standards. • Demonstrate competence in a range of IT applications • Work with diverse groups and individuals	Primary: Scheduled activities, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Related learning	5	5	Research proposal, group report and presentation	SOUD2362.

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

PS14. 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:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Agreed work placement	Identify suitable locations and organise off-site activities	4	3 - 5	Portfolio Reflective log	SOUD1406
Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Written report, structured essay, presentations, Audit, Podcast	SOUD1407 SOUD1408 SOUD1525 SOUD1410
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	5	3 - 5	Portfolio Reflective log Written report, structured essay, presentations, Audit, Podcast	SOUD1406 SOUD1407 SOUD1408 SOUD1525 SOUD1410
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	3 - 5	Marketing audit Group report and presentation	SOUD1407

An explanation of this map:
WBL and WRL are very significant to this programme and are embedded throughout. In SOUD1406 and SOUD1407 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					
WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2477 SOUD2358 SOUD2478 SOUD2360 SOUD2361 SOUD2362
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	5	3 - 5	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2477 SOUD2358 SOUD2478 SOUD2360 SOUD2361 SOUD2362
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	3 - 5	Research proposal, group report and presentation	SOUD2362

An explanation of this map:
WBL and WRL are very significant to this programme and are embedded throughout. In SOUD2362 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

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

3. Module Records

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

MODULE CODE:	**SOUD1405**	MODULE TITLE:	**Financial Reporting and Accountability**

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE**: N300

PRE-REQUISITES: None	**CO-REQUISITES**: No	**COMPENSATABLE**: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module introduces students to key aspects of financial accounting in order to be able to produce and analyse financial information for ethical and sustainable decision making purposes.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- The aim of this module is for students to gain an understanding of finance within a business organisation.
- They will learn how to produce, interpret and use financial information for decision making purposes as well as understand and evaluate the principles of ethical professional behaviour

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the student will be expected to be able to:
1. Justify the main legal and ethical requirements in the reporting of business accounts
2. Identify and evaluate the accounting concepts used to produce financial statements.
3. Appraise the importance and use of financial information for decision making purposes
4. Analyse and produce the main financial statements, outlining their purpose and use
5. Analyse financial performance using relevant accounting ratios

DATE OF APPROVAL:	20/05/2016	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM/SEMESTER:**	Semester 1

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Nicola Dommett	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Explain the nature and roles of accounting and finance
Identify the main users of financial information and discuss their needs
Prepare a simple statement of financial position and income statement and interpret the information it contains
Discuss the crucial importance of cash to a business and explain the nature of the statement of cash flows and discuss how it can be helpful in identifying cash flow problems
Identify the major categories of ratios that can be used for analysis purposes

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	4 hours per week for 15 weeks
Guided independent study	140	Directed weekly reading, Moodle based tasks, and assessment development/revision
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	60%	The purpose and use of financial accounts (LO: 1,2 & 3)
		Structured Case Study	40% Total = 100%	A case study based on the purpose and use of financial statements. (LO: 4 & 5)

Updated by: Nicola Dommett	Date: 19/06/2020	Approved by: Andrew Faulkner	Date: 08/07/2020

Recommended Texts and Sources:
Books:
* Attrill, P and McLaney, E (2018) *Accounting and Finance for Non-Specialists* 11th ed. Pearson

Websites:
* https://uk.sagepub.com/en-gb/eur/journal-of-accounting-auditing-finance/journal202051
* http://accountancystudents.co.uk/
* http://www.accounting-basics-for-students.com/

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

MODULE CODE:	**SOUD1406**	MODULE TITLE:	**Work Based Learning**

CREDITS: 20	FHEQ Level: 4	JACS CODE: N100

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables students to experience real working environments and understand practical business issues. This experience will enable students, amongst other things, to contextualise theory in to practice; to further develop key transferable and employability skills and to reflect on own practice.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business
Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to:
- Enable students to experience real working environments
- Enable students to acquire work-based knowledge and to develop their transferable and employability skills
- Enable students to acquire a professional business attitude
- Help students develop career choices

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Apply concepts, ideas and principles in an appropriate work context and demonstrate a creative approach to problem solving
2. Identify appropriate practices within an appropriate professional and ethical framework
3. Demonstrate an understanding of appropriate issues relevant to aspects of business including: legal, social, local, international
4. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management
5. Evidence self-awareness and reflection on own practice

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 & 2

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Anne Palmer	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
This module will cover the following:
The Work Based Learning Handbook
Work based learning preparation.
The work based learning itself during which students will be given a portfolio and reflective log to complete
Each student will have at least 1 x 30 minute personalised tutorial per academic month which will be used to discuss, support and develop the skills and evidence required for and during the WBL

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	2 hours per week for 30 weeks
Agreed work placement	50	
Guided independent study	90	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	200	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Portfolio	80%	A portfolio that will provide evidence from the work based learning of required transferable and employability related skills and knowledge (LO: 1,2,3, & 4)
		Reflective log	20% Total = 100%	A log where the student will reflect on their development, process and awareness of own practice during the WBL (LO: 5)

Updated by: Anne Palmer	**Date:** 06/07/2020	**Approved by:** Andrew Faulkner	**Date:** 08/07/2020

Recommended Texts and Sources:
Books:
- Cottrell, S (2015) *Skills for Success: Personal Development and Employability (Macmillan Study Skills)* 3rd edition. Macmillan: London
- Sedgley, M (2020) *Skills for Business and Management*. Macmillan: London

MODULE CODE:	**SOUD1407**	MODULE TITLE:	**Marketing Intelligence and Strategy**

CREDITS: 20	FHEQ Level: 4	JACS CODE: N500

PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces students to the basic principles of marketing and their application in a real live business context. It is intended to give a broad understanding of marketing considerations in managing and operating business organisation and the development of new strategies.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICAL	
C1 (Coursework)	40%	**P1** (Practical)	60%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business
Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To investigate the principles that underpin the marketing process and how they apply in a real live business case.
- To provide a broad based general overview of marketing knowledge and to be a foundation for further specialist study.
- To enhance students' employability skills and prepare them for the real live work placement.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the student will be expected to be able to:
1. Apply a range of secondary research techniques to inform marketing decisions and analyse the various elements of the marketing planning process
2. Apply a range of primary research techniques to inform marketing decisions & analyse the various elements of the marketing planning process
3. Compare and contrast definitions of marketing concepts, theories and models
4. Recommend well justified marketing strategies for a future business planning
5. Prepare and present justified marketing recommendations
6. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 & 2

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Karolina Nowakowska	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Basic principles of marketing research and business theory.
Marketing environment
Marketing research: analyse information and demonstrate a critical as well as accurate understanding
Research skills: identification of research methodology / ethics/ use of primary secondary source material; use of data industry report and data analysis
Consumer & business buying behaviour
Segmentation and differentiation
Marketing planning process
Solve business related problems
Marketing strategies
Understand and apply sector's and employers professional standards, including commitments to work as a team and confidentiality.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	2 hours per week for 30 weeks
Guided independent study	140	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	**C1**	Marketing Audit	100%	Preparation of a marketing audit that considers both the internal and external factors involving marketing planning. (LO 1, 2, & 3)
Practical	**P1**	Group presentation	100%	A group presentation that explores a range of concepts, theories and marketing strategies that a chosen organisation could adopt. (LO 4,5 & 6)

Updated by: Karolina Nowakowska	Date: 06/07/2020	Approved by: Andrew Faulkner	Date: 08/07/2020

Recommended Texts and Sources:
Books:
- Baines, P., Fill, C. and Page, K. (2019) *Marketing.* 5th edition Oxford: Oxford University Press
- Brassington, F. and Pettitt, S. (2007) *Essentials of Marketing.* 3rd edition. Harlow: Prentice Hall
- Kotler, P., & Armstrong, G., (2017) *Principles of Marketing* 17th edition. Pearson

Journals:
- European Journal of Marketing
- Journal of Marketing Research

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

MODULE CODE:	SOUD1408	MODULE TITLE:	Economics For Business

CREDITS:20	FHEQ Level: 4	JACS CODE: N110

PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module introduces students to the national, European and global business environment and considers a range of economic factors that affect decision making. It emphasises the power of market forces in modern capitalism and the need for some government control.   The influence of the macroeconomic environment on firms is analysed, the concepts of economic growth and the problems that this may create are analysed.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To be able to investigate issues concerning the interaction of business organisations and the environment they face, in particular directing focus on the economic environment in a national, European and global context.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Analyse the major features and compare different market structures of an economic system
2. Discuss differing views of the role of the state and their implications
3. Evaluate the impact of government policies on organisations
4. Illustrate the relationship between market forces and organisational responses
5. Evaluate the impact of key EU policies and changes in the global economy on UK based organisations

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 2

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Nicola Dommett	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Local and national economy – types of economic system, role of state, Government policy
External market factors – market forces, market types, organisational responses to market situations
Europe – EU institutions and decision making process, EU policies, EMU
Global economy – globalisation of businesses, international economies

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	4 hours per week for 15 weeks
Guided independent study	140	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	60%	An essay analysing the interaction of market forces and government provision of goods and services (LO: 1,2 & 4)
		Report	40% Total = 100%	An article analysing the workings of the macro economy and the use of UK government and EU policies to manage it (LO: 3 & 5)

Updated by: Nicola Dommett	**Date:** 19/06/2020	**Approved by:** Andrew Faulkner	**Date:** 08/07/2020

Recommended Texts and Sources:
Books:
- Sloman J and Jones E (2020) *Essential Economics for Business* 6th ed. Pearson

Journals:
- Journal Of Macroeconomics – Elsevier
- The Economic Review
- The Economist (https://www.economist.com/topics/united-kingdom)

MODULE CODE:	**SOUD1410**	MODULE TITLE:	**Organisational Behaviour**

CREDITS: 20	**FHEQ Level:** 4	**JACS CODE:** N215

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module considers how organisation behaviour and attitude can influence the behaviour of individuals and groups at work. The module will use a range of theories and leadership approaches to analyse and explain human behaviour at work including an understanding of cultural issues within organisations.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		
C1 (Coursework)	100%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To provide students with an understanding of the theory of how organisations manage employees to achieve a range of managerial objectives.
- To enable students to understand and apply leadership and management skills and the understanding of cultural issues within the organisation.
- To consider organisational and employee behaviour from a theoretical perspective.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify and explain the advantages/disadvantages of a range of organisational structures
2. Identify and discuss leadership styles and the skills required to ensure team involvement and achievement of leadership objectives
3. Identify and explain a range of organisational cultures and the significance of group behaviour at work
4. Explain the challenges of change management
5. Identify and discuss a range of theoretical approaches to human motivation

DATE OF APPROVAL:	20/05/2016	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	**SCHOOL/PARTNER:**	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	**TERM/SEMESTER:**	Semester 1 & 2

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	NATIONAL COST CENTRE: 133

MODULE LEADER: Anne Palmer	OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT
Organisational Structure
The nature of leadership
Identity, personality and perception
Groups and teams at work
Organisational culture, power and politics
Change management
Conflict
Motivation and perception
Communication

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	2 hours per week for 30 weeks
Guided independent study	140	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	40%	A structured essay exploring the range of organisational structures and workplace leadership styles (LO 1 & 2)
		Report	40% Total = 100%	A case study based report discussing individual motivation, workplace cultures and the impact they have on managing change within the workplace.(LO 3, 4 & 5)

Updated by: Anne Palmer	Date: 29/06/2020	Approved by: Andrew Faulkner	Date: 08/07/2020

Recommended Texts and Sources:
Books:
- Mullins L (2019). *Organisational Behaviour in the workplace*, 12th edition. London: FT Publishing International
- Buchanan, D. & Huczynski, A. (2019). *Organizational Behaviour*, 10th edition. London: Pearson

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: SOUD1525		MODULE TITLE: Digital Business and Enterprise	
CREDITS: 20	FHEQ LEVEL: 4		HECOS CODE: E-Business 100738
PRE-REQUISITES: None	CO-REQUISITES: None		COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)* The emergence of the digital economy has unlocked new enterprise opportunities for entrepreneurs, leading to the creation of new business models, innovations and value in data driven sectors. This module will consider opportunities where digital business models can be utilised to enable them to become digital entrepreneurs.			
ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* [*Definitions of Elements and Components of Assessment*](#)			
C1 (Coursework)	50%	P1 (Practical)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Business & Management			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS: The aim of this module is for students to be able to: • Develop an understanding of how organisations have embraced new digital technologies to create competitive advantage. • Identify a range of digital business models exploring how social media has become a key element in the business world. • Present an insight into the use of digital technologies within new enterprises, embedding a wider use of digital concepts, models and the resources needed to develop successful ventures.			

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 and discuss how competitive advantage is gained from the Digital World, including the use of social media as a business enabler. 2. Discuss key concepts of a digital organisation, including a range of digital based models. 3. Identify the wider use of digital concepts and the resources needed to develop successful ventures. 4. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management	1. Manage and lead in business scenarios using current theories and concepts 5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills 6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

DATE OF APPROVAL: 21/01/2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/2021	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-21	NATIONAL COST CENTRE: 133
MODULE LEADER: Caroline Wilkinson	OTHER MODULE STAFF: None

Summary of Module Content
How organisations implement digital business (inc. early adopters and late movers) Digital models. Website design and security. Identify and discuss how competitive advantage is gained from the digital world (inc. advertising) The use of social media as a business enabler. Laws affecting digital businesses. Information & Customer Relationship Management systems within organisations. Digital innovations within the business world

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	2 hours per week for 30 weeks
Guided independent study	140	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Academic Article (LO: 1 & 2)** An academic article which discusses how competitive advantage can be gained through the use of digital technologies and social media.	100%
Practical	**Group Presentation (LO: 3 & 4)** A presentation where students will develop a basic concept for a digital enterprise and as part of a team, present this as part of a business pitch for 'potential' funding.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Academic Article (LO: 1 & 2)** An academic article which discusses how competitive advantage can be gained through the use of digital technologies and social media.	100%
Practical	**Presentation (LO: 3 & 4)** A presentation where students will develop a basic concept for a digital enterprise and present this as part of a business pitch for 'potential' funding.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Andrew Faulkner Date: 17/01/2020	**Approved by**: Chantelle Mashiter Date: 17/01/2020

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

MODULE CODE:	SOUD2358	MODULE TITLE:	Principles of Business Law

CREDITS: 20	FHEQ Level: 5	JACS CODE: M221

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module develops understanding in areas of law related to the business environment which have an impact on operations and practice. Key aspects of the English Legal System are covered, including the court structure and sources of law. There is also an emphasis on contract law, negligence, employment and business structures and formation

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To develop understanding on specific aspects of law which impact on business operations and practice.
- To provide an overview and critical evaluation of the English Legal System and to develop a critical understanding and evaluation, through application of case material, of the law of negligence and the law of contract and key aspects of employment law.
- To also explore and critically evaluate different formats of business including companies and partnerships, examining the legal requirements for running such a business and the role of those who work within it.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
1. Critically evaluate aspects the English Legal System including: the court structure; sources of law and legal personnel
2. Apply and critically explain aspects of the law relating to contract
3. Critically evaluate and apply key aspects of the law relating to negligence
4. Critically explain aspects of the law relating to employment
5. Critically evaluate different types of business structures

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 & 2

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: David Chambers-White	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Court structure
Sources of law
Lay and legal personnel
Principles of negligence: criteria; damages; obligations
Overview of contract law: formalities and terms and remedies for breach
Aspects of employment law: contract; terms; obligations; dismissal; breach
Business organisations: different formats; corporate personality and formation; responsibilities ;
characteristics

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Report	30%	A brief report on aspects of the English Legal System (LO 1)
		Handbook	70% Total = 100%	A handbook identifying and critically explaining/evaluating aspects of substantive business law (LO 2, 3, 4 & 5)

Updated by: David Chambers-White	Date: 20/05/2019	Approved by: Andrew Faulkner	Date: 20/05/2019

Recommended Texts and Sources:
Books:
- Elliott C & Quinn F ,(2019), *English Legal System,* 20th edition, Pearson
- Hammer R, Hendy J & Kelly D, (2017), *Business Law*, 3rd edition, London, Routledge
- Riches S & Allen V, (2013) *Keenan and Riches' Business Law*, 11th edition, London, Pearson

MODULE CODE:	**SOUD2360**	MODULE TITLE:	**International Trade and Finance**

CREDITS: 20	FHEQ Level: 5	JACS CODE: N300

PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables students to identify and evaluate the management accounting and information relevant to decision making and reporting. Students will be able to build upon existing knowledge and develop further their understanding of issues faced by managers when making decisions regarding the international business environment

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To build upon the students existing knowledge and develop their understanding of issues faced by managers when making decisions regarding financial resources.
- To enable students to identify and evaluate the management accounting and financial information relevant to decision making in organisations
- To consider the implications of global capital markets and the organisation of international business

ASSESSED LEARNING OUTCOMES: (additional guidance below) Students will be able to:
1. Critically assess an organisation's costing systems including standard costing and variance analysis
2. Analyse the benefits of Cost volume profit analysis and marginal decision making
3. Critically discuss Foreign Direct Investment and Regional economic integration
4. Critically evaluate the merits of Foreign exchange markets and International Monetary System

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: Nicola Dommett	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Relevant costs
Break-even and Contribution analysis
Make or buy decisions
Investment appraisal
Financial planning and Working Capital Management
International trade theory
Foreign Direct Investment
Foreign exchange market
International Monetary System
Global capital markets

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	50%	Case study based essay questions on management accounting (LO: 1 & 2)
		Article	50% Total = 100%	Academic article themed on regional integration and international finance (LO: 3 & 4)

Updated by: Nicola Dommett	**Date:** 19/06/2020	**Approved by:** Andrew Faulkner	**Date:** 08/07/2020

Recommended Texts and Sources:
Books:
- Attrill, P and McLaney, E (2018) *Accounting and Finance for Non-Specialists* 11th ed. Pearson
- Cavusgill, S and Knight, G and Riesenberger, J (2014*) International Business, The New Realities* 5th ed. Pearson

Journals:
- Journal of Accounting, Auditing and Finance

MODULE CODE:	**SOUD2362**	MODULE TITLE:	**Researching Corporate Strategy**

CREDITS: 20	FHEQ Level: 5	JACS CODE: N211

PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will be introduced to the disciplines and techniques of collecting, analysing and presenting data. It includes the application and understanding of qualitative and quantitative research methods. Students will be introduced to strategy and the practical application of a strategy in different circumstances.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICAL		
C1 (Coursework)	40%	**P1** (Practical)	60 %	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- To develop the skills and understanding that will enable students to research using primary and secondary sources.
- To identify and assess the limitations of various research techniques and suggests methods of overcoming them.
- To enable students to be able to present data and make informed recommendations including appropriate strategies for different circumstances.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the student will be expected to be able to:
1. Critically assess the principles and practices of designing and planning research
2. Apply the principal methods of quantitative and qualitative analysis
3. Critically analyse how organisations plan and deploy resources to deliver their strategies
4. Critically evaluate a range of business strategies and recommend strategies based on research by presenting findings in a concise and professional manner
5. Prepare and present well justified marketing recommendations
6. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020-2021	**NATIONAL COST CENTRE:** 133

MODULE LEADER: David Stephens	**OTHER MODULE STAFF:** None

SUMMARY of MODULE CONTENT
Defining research problems - choice of data acquisition method in relation to aims and objectives of investigation
Approaches to research - planning a live project; types of information; quantitative qualitative approaches to data collection.
Statistical analysis - data description; data presentation; statistical pitfalls.
Defining strategy - the role of strategy and various theorists and identifying the strategic position, making strategic choices, planning for strategic change.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Research Proposal	40%	A research proposal making use of quantitative and qualitative research methods. (LO 1, 2 & 3)
Practical	P1	Presentation	60% Total = 100%	A presentation which critically analyses how a chosen organisation deliver their strategies and then evaluating a range of business strategies available to that organisation. (LO 4, 5 & 6)

Updated by: David Stephens	Date: 06/07/2020	Approved by: Andrew Faulkner	Date: 08/07/2020

Recommended Texts and Sources:
Books:
- Johnson, G., Scholes, K. and Whittington, R., (2019) *Exploring Corporate Strategy Text and Cases.* 12th edition. Harlow: Pearson Education
- Lynch, R. (2018) *Strategic Management.* 8th edition. Harlow: Pearson Education

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: SOUD2477	MODULE TITLE: Operations and Logistics Management	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: Management Studies 100089
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: *(max 425 characters)* Operations and Logistics Management is concerned with creating the products and services upon which all organisations depend. Operations Management is at the core of all businesses including manufacturing, retail and the service sector. The study of Operations Management is concerned with the way in which these operations are designed, planned, organised and controlled.		
ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*		
C1 (Coursework)	100%	
SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Business & Management		
Professional body minimum pass mark requirement: N/A		
MODULE AIMS: The aim of this module is for students to be able to: • To equip students with knowledge of the responsibilities of Operations Managers, in the areas of effective planning and decision making • To promote in the student a positive attitude towards improving productivity and cost effectiveness.		

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. Critically discuss operational systems in relation to becoming socially responsible 2. Evaluate the design and process of products from conception to introduction 3. Appraise the methods of production, layout of facilities, handling of materials, JIT etc. 4. Critically evaluate the move towards total quality management and the methods involved 5. Critically analyse aspects of planning and controlling the delivery of services and products	2. Make sound management and leadership decisions, make judgements and analyse, evaluate, and interpret qualitative and quantitative data 5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills 6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

DATE OF APPROVAL: 21/01/2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/2021	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020-2021	NATIONAL COST CENTRE: 133
MODULE LEADER: Nicola Dommett	OTHER MODULE STAFF: None

Summary of Module Content
• Review of operational systems and the interrelationship of external and internal environments and the pressures these bring about • Product design and process and the evolutionary process from concept to introduction • The role of the Operations Manager in the control of manufacturing processes, scheduling, layout of facilities, materials handling, planning and decision making. Capacity planning and balancing supply and demand • TQM and quality management • General introduction to Work Study techniques, objectives and scope:- • Planning and controlling operations • Corporate Social Responsibility

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Presentation (LO: 1, 2 & 3)** A <u>coursework</u> based presentation which follows the investigation of a chosen business.	60%
	Essay (LO: 4 & 5) An evaluation of the supply chain management.	40% Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Structured Essay (LO: 1, 2, 3, 4 & 5)** A structured essay which follows the investigation of a chosen business, and an evaluation of their supply chain management	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Andrew Faulkner Date: 17/01/2020	**Approved by**: Chantelle Mashiter Date: 17/01/2020

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: SOUD2478	MODULE TITLE: People and Performance Management	
CREDITS: 20	**FHEQ LEVEL:** 5	**HECOS CODE:** Human Resource Management 100085
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module provides an introduction to the concepts and practices associated to managing people and their performance within organisations. Encouraging performance improvement is integral in establishing quality and maintaining an engaged workforce who take responsibility for their environment and practices.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Business & Management

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The aim of this module is for students to be able to:
- Identify the multiple facets of people management within organisations
- Explain the links between individual, team and organisational objectives and their effective establishment
- Define and evaluate a range of performance management and performance improvement cycles
- Analyse feedback methods and their effectiveness when managing performance
- Describe the complex nature of employment relations
- Explain recording systems for performance management
- Discuss indicators of poor performance and methods to support improvements
- Define discipline and grievance procedures and the management role in addressing related issues
- Summarise key legislation to support discipline and grievance
- Identify the wellbeing and support processes within the workplace

ASSESSED 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. Critically evaluate employee resourcing procedures and their links to organisational requirements 2. Critically assess performance management processes and its interface with employee resourcing and development 3. Explain the multi-dimensional role of the employment relationship within organisations 4. Explain the role discipline and grievance has within an organisation	2. Make sound management and leadership decisions, make judgements and analyse, evaluate, and interpret qualitative and quantitative data 6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

DATE OF APPROVAL: 21/01/2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2020	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020-2021	NATIONAL COST CENTRE: 133
MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: None

Summary of Module Content
The role of HR Recruitment and Selection Performance management Learning and development Motivation and Rewarding people Employment relations Discipline and Grievance Wellbeing

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Structured Essay (LO: 1 & 2)** A structured essay examining how the role of human resources, and how the management of people support the achievement of organisational objectives.	50%
	Academic article (LO: 3 & 4) An evaluation of the employment relationship and its potential impact on the organisation.	50% Total 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Structured Essay (LO: 1,2, 3 & 4)** A structured essay examining how the role of human resources, and the management of people can be impacted by the complex nature of employee relations, and the potential impact it can have on the organisation.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Andrew Faulkner Date: 17/01/2020	**Approved by**: Chantelle Mashiter Date: 17/01/2020

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: SOUD2479	MODULE TITLE: Innovation in Business	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: Business and Management 100078
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to consider how organisations work with a focus on people, process and outputs across the wider base of the innovations taking place in the business world. Through a research based report, the module will enable students to explore the key issues impacting business, including the importance of innovation to sustainability and competitive advantage.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Business & Management

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is for students to be able to:
- Explore the many issues faced in the modern business environment. In challenging political, economic and social climates the business world needs to be innovative in the way they operate.
- Identify and analyse many of the innovations and changing practices taking place within the 21st century business world

ASSESSED 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. Critically evaluate selected concepts, ideas and principles in an appropriate business environment 2. Critically evaluate key issues that are currently impacting on a chosen organisation. 3. Critically analyse how organisations make use of innovations within the business world to better deploy or growth their resources 4. Critically evaluate the ways in which organisations can maintain competitive advantage, whilst also upholding changing societal values about business.	1. Manage and lead in business scenarios using current theories and concepts 2. Make sound management and leadership decisions, make judgements and analyse, evaluate, and interpret qualitative and quantitative data 3. Demonstrate a range of transferable skills relevant for employment or further study 4. Work autonomously and collaboratively and demonstrate skills necessary for becoming self-managed, reflective and professional practitioners. 5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills 6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and

	general management sector with reference to, amongst other things, local, national and global issues.
DATE OF APPROVAL: 21/01/2020	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 01/2021	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

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: 2020-21	NATIONAL COST CENTRE: 133
MODULE LEADER: Caroline Wilkinson	OTHER MODULE STAFF: None

Summary of Module Content
The nature of the module will be responsive based on current events and innovations in the business world. However module content will include: • Innovation in business • Sustainability • Political, Economic, Social and Technological changes in the business world • Trends for the future, including globalisation

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled Lecturers /	15	3 hours a week for 5 weeks
Seminars/ Formative Tutorials / Student directed sessions	30	3 hours per week for 10 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Research proposal (LO: 1)** A brief research proposal outlining a chosen research topic on the theme of Innovation in Business	20%
	Research based report (LO: 2, 3 & 4) A detailed research based report following on from the initial research proposal.	80% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Research based report (LO:1 2, 3 & 4)** A detailed research based report which includes a brief research proposal outlining a chosen research topic on the theme of Innovation in Business	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Andrew Faulkner Date: 17/01/2020	**Approved by**: Chantelle Mashiter Date: 17/01/2020