



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2019-2020

FdA Business and Management

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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
 - Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - 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 & Yr2 Personal Tutor for 19/20: **Andrew Faulkner**

Further information can be found by following this link to the [University personal tutoring](#) 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

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.

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	<ul style="list-style-type: none">• Digital Business• People & Performance Management• Corporate Social Responsibility	andrewfaulkner@southdevon.ac.uk
Nicola Dommett	<ul style="list-style-type: none">• Financial Reporting & Accountability• Economics for Business• International Trade & finance• Operations & Logistics Management	nicoladommett@southdevon.ac.uk
Karolina Nowakowska	<ul style="list-style-type: none">• Marketing Intelligence & Strategy	karolinanowakowska@southdevon.ac.uk
David Chambers-White	<ul style="list-style-type: none">• Principles of Business Law	dwhite@southdevon.ac.uk
Anne Palmer	<ul style="list-style-type: none">• Work Based Learning• Organisational Behaviour	annepalmer@southdevon.ac.uk
David Stephens	<ul style="list-style-type: none">• Researching Corporate Strategy	David.stephens@southdevon.ac.uk

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

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

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

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. Studying FdA Business and Management will also give the opportunity to achieve additional vocational and academic qualifications following the successful completion of modules: SOUD1410 Organisational Behaviour; SOUD2359 People and Performance Management and SOUD2361 Corporate Social Responsibility could, for example, lead to a CMI Level 5 Certificate in Management and Leadership

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

Successful completion of modules: SOUD1410 Organisational Behaviour; SOUD2359 People and Performance Management and SOUD2361 Corporate Social Responsibility may lead to a CMI Level 5 Certificate in Management and Leadership

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)

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 / APCL² 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

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

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 4 For: FdA B		
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core o
1	Semester 1	
1	AY	
1	AY	
1	Semester 2	
1	AY	
1	AY	

FHEQ level: 5 For: FdA Business & Management Full time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	Semester 2	Core	20	SOUD2357 Operations and Logistics Management

2	AY	Core	20	SOUD2358 Principles of Business Law
2	AY	Core	20	SOUD2359 People and Performance Management
2	Semester 1	Core	20	SOUD2360 International Trade and Finance
2	AY	Core	20	SOUD2361 Corporate Social Responsibility
2	AY	Core	20	SOUD2362 Researching Corporate Strategy

FHEQ level: 4 For: FdA Business & Management Part Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	Semester 1	Core	20	SOUD1405 Financial Reporting and Accountability
2	AY	Core	20	SOUD1406 Work Based Learning
1	AY	Core	20	SOUD1407 Marketing Intelligence and Strategy
1	Semester 2	Core	20	SOUD1408 Economics for Business
2	AY	Core	20	SOUD1409 Digital Business
1	AY	Core	20	SOUD1410 Organisational Behaviour

FHEQ level: 5 For: FdA Business Part time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	AY	Core	20	SOUD2362 Researching Corporate Strategy
3	Semester 1	Core	20	SOUD2360 International Trade and Finance
2	AY	Core	20	SOUD2358 Principles of Business Law
3	Semester 2	Core	20	SOUD2357 Operations and Logistics Management
3	AY	Core	20	SOUD2359 People and Performance Management
3	AY	Core	20	SOUD2361 Corporate Social Responsibility

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
<p>Knowledge / Understanding:</p> <p>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</p> <p>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:</p> <ul style="list-style-type: none"> Identify and explain the economic principles underlying business behaviour. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE</p>	1	1 & 6	Written report, structured essay, case study, group presentations, podcast	SOUD1405 SOUD1407 SOUD1408 SOUD1409 SOUD1410

<ul style="list-style-type: none"> • 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 					
<p>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</p>					
<p>Cognitive and Intellectual Skills:</p> <p>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</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Related Learning</p>	2	2	Written report, structured essay, presentations, Audit, Podcast	SOUD1407 SOUD1408 SOUD1409 SOUD1410
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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.</p>					
<p>Key Transferable Skills:</p> <p>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</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary: Lectures, seminars, industry visits, guided independent</p>	3	3	Audit, Group Presentation, portfolio Reflective log	SOUD1406 SOUD1407

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>study, guest speaker presentations Secondary/Supplementary: VLE Work Based and Related Learning</p>				<p>SOUD1409</p>
<p>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.</p>					
<p>Employment Related Skills:</p> <p>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</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to develop qualities and transferable skills relevant for business and management, including the ability to:</p> <ul style="list-style-type: none"> 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, 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. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work based and related learning</p>	4	4	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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.</p>					
<p>Practical Skills:</p> <p>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</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to:</p> <ul style="list-style-type: none"> • 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 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Based and Related learning</p>	5	5	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407</p>
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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 will include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</p>					
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
<p>Knowledge / Understanding:</p> <p>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</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 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 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE</p>	1	1 & 6	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2357 SOUD2358 SOUD2359 SOUD2360 SOUD2361 SOUD2362
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>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</p>					

<p>Cognitive and Intellectual Skills:</p> <p>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</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Related Learning</p>	2	2	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2357 SOUD2359 SOUD2360 SOUD2361 SOUD2362
<p>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.</p>					
<p>Key Transferable Skills:</p>					

<p>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</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Related Learning</p>	3	3	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2357 SOUD2358 SOUD2359 SOUD2360 SOUD2361 SOUD2362
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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.</p>					

<p>Employment Related Skills:</p> <p>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</p> <p>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:</p> <ul style="list-style-type: none"> • 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, 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. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work related learning</p>	4	4	Research proposal, group report and presentation	SOUD2362.
<p>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.</p>					

<p>Practical Skills:</p> <p>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</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to:</p> <ul style="list-style-type: none"> • 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 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Related learning</p>	5	5	Research proposal, group report and presentation	SOUD2362.
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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).</p>					

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 SOUD1409 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 SOUD1409 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
<p>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.</p>					

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Educational leaflet, structured essay, presentations, academic article, group report	SOUND2357 SOUND2358 SOUND2359 SOUND2360 SOUND2361 SOUND2362
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	SOUND2357 SOUND2358 SOUND2359 SOUND2360 SOUND2361 SOUND2362
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	SOUND2362
<p>An explanation of this map: WBL and WRL are very significant to this programme and are embedded throughout. In SOUND2362 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</p>					

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
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N300
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions]</i>
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COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business
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Professional body minimum pass mark requirement: NA
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MODULE AIMS: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> At the end of the module the student will be expected to be able to: <ol style="list-style-type: none"> Justify the main legal and ethical requirements in the reporting of business accounts Identify and evaluate the accounting concepts used to produce financial statements. Appraise the importance and use of financial information for decision making purposes Analyse and produce the main financial statements, outlining their purpose and use Analyse financial performance using relevant accounting ratios

DATE OF APPROVAL:	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:	AY

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019-20		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				
<ul style="list-style-type: none">• 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• Deduce breakeven point for some activity and discuss its usefulness• Identify the three main investment appraisal techniques				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities		Hours	Comments/Additional Information	
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions		60	2 hours per week for 30 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	Assignment 1 – Academic Essay	50%	LO1, LO2, LO3
		Assignment 2 – Structured Case Study	50%	LO4, LO5
		Total = 100%		
Updated by: Nicola Dommett		Date: 20/05/2019	Approved by: Andrew Faulkner	
			Date: 20/05/2019	
Recommended Texts and Sources:				
Attrill, P and McLaney, E (2015) <i>Accounting and Finance for Non-Specialists</i> 9th edition Pearson				
Websites of Accountancy Journals				
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: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions]</i>			
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: <ul style="list-style-type: none"> • 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: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 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:	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.	SEMESTER:	AY

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: 2019-20	NATIONAL COST CENTRE: 133
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MODULE LEADER: Anne Palmer	OTHER MODULE STAFF: None
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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
Formative tutorials/Student directed sessions	60	2 hours per week for 30 weeks
Agreed work placement	50	
Guided independent study	90	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: 20/05/2019	Approved by: Andrew Faulkner	Date: 20/05/2019
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Recommended Texts and Sources:

Helyer, R. (2015) The Work-Based Learning Student Handbook, 2nd edition. Palgrave: London
Moon, J. A. (2000) Reflection in Learning and Professional Development: Theory and Practice, Routledge, New Ed edition

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

MODULE CODE:	SOUD1407	MODULE TITLE:	Marketing Intelligence and Strategy
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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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%	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:	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:	AY

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: 2019-20	NATIONAL COST CENTRE: 133
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MODULE LEADER: Karolina Nowakowska	OTHER MODULE STAFF: None
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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 Lecturers/seminars/Formative Tutorials/Student direct sessions	60	2 hours per week for 30 weeks
Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)
Guided independent study	133	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	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: 20/05/2019	Approved by: Andrew Faulkner	Date: 20/05/2019
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Recommended Texts and Sources:

Baines, P., Fill, C. and Page, K. (2008) *Marketing*. Oxford: Oxford University Press
Brassington, F. and Pettitt, S. (2007) *Essentials of Marketing*. 2nd edition. Harlow: Prentice Hall
Kotler, P., & Armstrong, G., (2015) *Principles of Marketing* 15th Ed. Emerald Group Publishing Limited

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: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions</i>			
COURSEWORK			
C1 (Coursework)	100%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business			
Professional body minimum pass mark requirement: NA			
MODULE AIMS: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Analyse the major features and compare different market structures of an economic system Discuss differing views of the role of the state and their implications Evaluate the impact of government policies on organisations Illustrate the relationship between market forces and organisational responses Evaluate the impact of key EU policies and changes in the global economy on UK based organisations 			
DATE OF APPROVAL:	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:	All Year
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: 2019-20	NATIONAL COST CENTRE: 133
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MODULE LEADER: Nicola Dommett	OTHER MODULE STAFF: None
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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 Lectures/Seminars/Formative tutorials/student directed sessions	60	2 hours per week for 30 weeks
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)
Guided independent study	133	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%	LO1,2 and 4 An essay analysing the interaction of market forces and government provision of goods and services
		Business Report	40%	LO 3 and 5 A report analysing the workings of the macro economy and the use of UK government and EU policies to manage it
			Total = 100%	

Updated by: Nicola Dommett	Date: 20/05/2019	Approved by: Andrew Faulkner	Date: 20/05/2019
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Recommended Texts and Sources:

Begget.al. (2013) *Economics 8th edition*: McGraw Hill
 Dunnett A (1988) *Introduction to Macroeconomics*: Longman,
 Lipsey R. (2013) *Economics 10th edition*: Oxford University Press
 Sloman J (2012) *Economics 6th edition*: Prentice Hall,

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

MODULE CODE:	SOUD1409	MODULE TITLE:	Digital Business
CREDITS: 20	FHEQ Level: 4	JACS CODE: I161	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module introduces students to the scope of the digital environment within organisations, exploring internet technologies and how organisations have made use of social media to gain competitive advantage.			
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>			
COURSEWORK			
C1 (Coursework)	100%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business			
Professional body minimum pass mark requirement: NA			
MODULE AIMS: <ul style="list-style-type: none"> To develop an understanding of how organisations have embraced new digital technologies to create competitive advantage. It will provide an overview of a range of e-business models and explore how social media has become a key element in the 21st century. To examine key aspects of website design and how the internet works. 			
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Identify and discuss how competitive advantage is gained from the Digital World. Discuss the role of digital technology including the use of social media as a business enabler. Discuss the key concepts of a digital organisation, including e-business models. Identify and describe features of good website design and how the internet works Identify and describe the effective use of Information & Customer Relationship Management within an organisation. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management 			
DATE OF APPROVAL:	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:	All Year
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: 2019-20	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

How the internet works.
How organisations implement e-business, inc. early adopters and late movers.
E-business 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.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures / seminars / 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/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	50%	A report analysing the use of e-business within an organisation. (LO 3, 4 & 5)
		Academic Article	50%	An article which discusses how competitive advantage can be gained through the use of digital technology and social media. (LO 1 & 2)
			Total = 100%	

Updated by: Andrew Faulkner	Date: 20/05/2019	Approved by: Rachael Johnstone	Date: 20/05/2019
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Recommended Texts and Sources:

Chaffey, D. (2019) *Digital Business & E-Commerce Management*, 7th Edition. Pearson: London
Chaffey, D. & Ellis-Chadwick F. (2015) *Digital Marketing. Strategy, Implementation and Practice*, 6th edition. London: Pearson.

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

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: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions</i> <table border="1"> <tr> <td colspan="2">COURSEWORK</td> </tr> <tr> <td>C1 (Coursework)</td> <td>100%</td> </tr> </table>				COURSEWORK		C1 (Coursework)	100%
COURSEWORK							
C1 (Coursework)	100%						
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business							
Professional body minimum pass mark requirement: NA							
MODULE AIMS: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Identify and explain the advantages/disadvantages of a range of organisational structures Identify and discuss leadership styles and the skills required to ensure team involvement and achievement of leadership objectives Identify and explain a range of organisational cultures and the significance of group behaviour at work Explain the challenges of change management Identify and discuss a range of theoretical approaches to human motivation 							
DATE OF APPROVAL:	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:	All Year				
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: 2019-20		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 Learning and development Motivation and perception Communication			
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]			
Scheduled Activities	Hours	Comments/Additional Information	
Scheduled Lectures / seminars / 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/revision	
Total	200		
Category	Element	Component Name	Component Weighting
Coursework	C1	Structured Essay	40%
		Report	60%
			Total = 100%
Comments include links to learning objectives A structured essay exploring the range of organisational structures and workplace leadership styles (LO 1 & 2) 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: 20/05/2019	Approved by: Andrew Faulkner
			Date: 20/05/2019
Recommended Texts and Sources: Mullins L (2019). <i>Organisational Behaviour in the workplace</i> , 12th edition. London: FT Publishing International Buchanan, D. & Huczynski, A. (2019). <i>Organizational Behaviour</i> , 10th edition. London: Pearson			

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

MODULE CODE:	SOUD2357		MODULE TITLE:	Operations and Logistics Management	
CREDITS:	20		FHEQ Level:	5	
			JACS CODE:	N215	
PRE-REQUISITES:	None		CO-REQUISITES:	No	
			COMPENSATABLE:	Yes	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> Operations 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 <i>Use HESA KIS definitions</i>					
COURSEWORK					
C1 (Coursework)	% 100%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business					
Professional body minimum pass mark requirement: NA					
MODULE AIMS: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> At the end of the module the student will be expected to be able to: <ol style="list-style-type: none"> Critically discuss operational systems in relation to the external and internal environment Consider the design and process of products from conception to introduction Investigate the methods of production, layout of facilities, handling of materials, JIT etc. Critically evaluate the move towards total quality management and the methods involved Critically analyse aspects of planning and controlling the delivery of services and products 					
DATE OF APPROVAL:	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:	All year	
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: 2019-20		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			
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]			
Scheduled Activities	Hours	Comments/Additional Information	
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	45	3 hours per week for 15 weeks	
Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)	
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development/revision	
Total	200		
Category	Element	Component Name	Component Weighting
Coursework	C1	Presentation	60%
		Essay	40%
		Total =100%	
Comments include links to learning objectives A coursework based presentation following the investigation of a business (LO1,2,3) Academic essay on supply chain management (LO4,5)			
Updated by: Nicola Dommett		Date: 20/05/2019	Approved by: Andrew Faulkner
			Date: 20/05/2019
Recommended Texts and Sources: Books Slack, Chambers and Johnson <i>Operations Management</i> 7th Edition Pearson Journals and Website Institute of Operations Management Open University – Understanding Operations Management			

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
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CREDITS: 20	FHEQ Level: 5	JACS CODE: M221
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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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)*

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

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:	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.	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: 2019-20	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 Lecturers/seminars/Formative tutorials/Student directed sessions	45	1.5 hours per week for 30 weeks
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)
Guided independent study	148	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 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 – 5)

Updated by: David Chambers-White	Date: 20/05/2019	Approved by: Andrew Faulkner	Date: 20/05/2019
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Recommended Texts and Sources: Elliott C & Quinn F ,(2015), <i>English Legal System</i> , 16 th edition, London, Longmans Hammer R, Hendy J & Kelly D, (2014), <i>Business Law</i> , 2 nd edition, London, Routledge Riches S & Allen V, (2013) <i>Keenan and Riches' Business Law</i> , 11 edition, London, Pearson Education

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

MODULE CODE:	SOUD2359	MODULE TITLE:	People and Performance Management
CREDITS: 20	FHEQ Level: 5	JACS CODE: N251	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module provides an introduction to the concepts and practices associated to people and performance management. Encouraging performance improvement is integral in establishing quality and maintaining an engaged workforce who take responsibility for their environment and practices.			
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>			
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 be able to: <ul style="list-style-type: none"> Identify the need to create an effective environment Explain the links between individual, team and organisational objectives and their effective establishment Evaluate employee performance against objectives Analyse feedback methods and their effectiveness Describe the causes of conflict and strategies to minimise them Explain recording systems for performance management Define performance management and performance improvement cycles 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 			
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Critically evaluate performance objectives for employees and their links to organisational requirement Critically assess performance achievements against objectives Provide effective feedback, advice and support to improve performance Explain the role discipline and grievance has within an organisation 			
DATE OF APPROVAL:	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:	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: 2019-20		NATIONAL COST CENTRE: 133																
MODULE LEADER: Andrew Faulkner		OTHER MODULE STAFF: None																
SUMMARY of MODULE CONTENT <ul style="list-style-type: none"> • Performance management • Learning and development • Motivation and Rewarding people • Employment relationships / Discipline and Grievance 																		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <table border="1"> <thead> <tr> <th>Scheduled Activities</th> <th>Hours</th> <th>Comments/Additional Information</th> </tr> </thead> <tbody> <tr> <td>Scheduled Lecturers/seminars/Formative tutorials/Student directed sessions</td> <td>45</td> <td>3 hours per week for 15 weeks</td> </tr> <tr> <td>Scheduled Related visits</td> <td>7</td> <td>2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)</td> </tr> <tr> <td>Guided independent study</td> <td>148</td> <td>Directed weekly reading, Moodle based tasks, and assessment, development/revision</td> </tr> <tr> <td>Total</td> <td>200</td> <td></td> </tr> </tbody> </table>				Scheduled Activities	Hours	Comments/Additional Information	Scheduled Lecturers/seminars/Formative tutorials/Student directed sessions	45	3 hours per week for 15 weeks	Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)	Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment, development/revision	Total	200	
Scheduled Activities	Hours	Comments/Additional Information																
Scheduled Lecturers/seminars/Formative tutorials/Student directed sessions	45	3 hours per week for 15 weeks																
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)																
Guided independent study	148	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	Structured essay 1	50%	Structured essay exploring performance management and employee engagement towards achievement of organisational objectives (LO 1, 2) Structured essay evaluating the role of discipline and grievance and its contribution to organisational performance (LO 3,4)														
		Structured essay 2	50%															
			Total = 100%															
Updated by: Andrew Faulkner		Date: 20/05/2019	Approved by: Rachael Johnstone															
			Date: 20/05/2019															
Recommended Texts and Sources: Armstrong, M. (2017) <i>Armstrong's Handbook of Human Resource Management Practice</i> , 14 th edn. Kogan Page: London Torrington, A., Hall, L., Taylor, S. & Atkinson, C. (2014) <i>Human Resource Management</i> , 9 th edn. Pearson: London Chartered Institute of Personnel and Development www.cipd.co.uk																		

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

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: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions</i>							
<table border="1"> <tr> <td colspan="2">COURSEWORK</td> </tr> <tr> <td>C1 (Coursework)</td> <td>% 100%</td> </tr> </table>				COURSEWORK		C1 (Coursework)	% 100%
COURSEWORK							
C1 (Coursework)	% 100%						
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business							
Professional body minimum pass mark requirement: NA							
MODULE AIMS: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> Students will be able to: <ol style="list-style-type: none"> Critically assess an organisation's costing systems including standard costing and variance analysis Analyse the benefits of Cost volume profit analysis and marginal decision making Critically discuss Foreign Direct Investment and Regional economic integration Critically evaluate the merits of Foreign exchange markets and International Monetary System 							
DATE OF APPROVAL:	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:	All year				
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: 2019-20		NATIONAL COST CENTRE: 133	
MODULE LEADER: Nicola Dommett		OTHER MODULE STAFF: None	
SUMMARY of MODULE CONTENT <ul style="list-style-type: none"> • 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 Lecturers/seminars/Formative Tutorials/Student direct sessions	45	3 hours per week for 15 weeks	
Guided independent study	155	Directed weekly reading, Moodle based tasks, and assessment development/revision	
Total	200		
Category	Element	Component Name	Component Weighting
Coursework	C1	Assignment 1 - Essay	50%
		Assignment 2 - Article	50%
		Total = 100%	LO1, LO2 LO3, LO4
Updated by: Nicola Dommett		Date: 20/05/2019	Approved by: Andrew Faulkner
			Date: 20/05/2019
Recommended Texts and Sources: Attrill and McLaney, E (2015) <i>Accounting and Finance for Non-Specialists</i> 9th edition Pearson Cavusgill, S and Knight, G and Riesenberger, J (2014) <i>International Business, The New Realities</i> 3 rd edition Pearson Journal of accounting, Auditing and Finance			

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

MODULE CODE:	SOUD2361	MODULE TITLE:	Corporate Social Responsibility
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores how modern organisations must be seen to act in an ethical, environmentally sustainable, and socially responsible way to remain competitive. The module will use a range of theories and case studies to analyse and explain changing customer expectations and how successful organisations react to them.

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 impact of CSR on organisations.
- To enable students to analyse and understand organisational behaviour towards ethical and environmental issues from a critical perspective.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Critically analyse the benefits of CSR to organisations
2. Critically discuss ethical leadership issues and approaches
3. Critically discuss the importance of philanthropic behaviours to organisations
4. Critically analyse the challenges of developing sustainable environmental impact and investment policies

DATE OF APPROVAL:	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:	All Year

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: 2019/20		NATIONAL COST CENTRE: 133		
MODULE LEADER: Andrew Faulkner		OTHER MODULE STAFF: None		
SUMMARY of MODULE CONTENT Internal / external whistleblowing / Bribery and corruption Issues of trust and leadership Code of ethics Environmental impact Sustainable investing / Social responsibility and philanthropy Social media management				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities	Hours	Comments/Additional Information		
Scheduled Lectures / seminars / Formative tutorials / Student directed sessions	45	3 hours per week for 15 weeks		
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)		
Guided independent study	148	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	Voice-over PowerPoint	50%	A voiced PowerPoint of research conducted into the benefits of CSR to corporations and how this links to ethical leadership issues. Assessed on content. LO 1,2
		Educational Poster	50% Total = 100%	An educational information brief, in poster format. Combining graphics and narrative to critically discuss corporate philanthropy and sustainable investment. LO 3,4
Updated by: Andrew Faulkner		Date: 20/05/2019	Approved by: Rachael Johnstone Date: 20/05/2019	
Recommended Texts and Sources: Rahbek, E. and Pederson, G. (2015). <i>Corporate Social Responsibility</i> . Sage. London. UK. Fleming, P and Jones, M.V. (2013). <i>The End of Corporate Social Responsibility</i> . Crisis and Critique. Sage. London.UK.				

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

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: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions</i>			
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: <ul style="list-style-type: none"> 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: <i>(additional guidance below)</i> At the end of the module the student will be expected to be able to: <ol style="list-style-type: none"> Critically assess the principles and practices of designing and planning research Apply the principal methods of quantitative and qualitative analysis Critically analyse how organisations plan and deploy resources to deliver their strategies Critically evaluate a range of business strategies and recommend strategies based on research by presenting findings in a concise and professional manner Prepare and present well justified marketing recommendations Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management 			
DATE OF APPROVAL:	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:	All year
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: 2019-20		NATIONAL COST CENTRE: 133																					
MODULE LEADER: David Stephens		OTHER MODULE STAFF: None																					
SUMMARY of MODULE CONTENT <ul style="list-style-type: none"> 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] <table border="1"> <thead> <tr> <th>Scheduled Activities</th> <th>Hours</th> <th>Comments/Additional Information</th> </tr> </thead> <tbody> <tr> <td>Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions</td> <td>45</td> <td>1.5 hours per week for 30 weeks</td> </tr> <tr> <td>Scheduled Related visits</td> <td>7</td> <td>Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)</td> </tr> <tr> <td>Guided independent study</td> <td>148</td> <td>Directed weekly reading, Moodle based tasks, and assessment development/revision</td> </tr> <tr> <td>Total</td> <td>200</td> <td></td> </tr> </tbody> </table>				Scheduled Activities	Hours	Comments/Additional Information	Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	45	1.5 hours per week for 30 weeks	Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)	Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development/revision	Total	200						
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Category	Element	Component Name	Component Weighting	Comments include links to learning objectives																			
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			Total = 100%																				
Updated by: David Stephens		Date: 20/05/2019																					
Approved by: Andrew Faulkner		Date: 20/05/2019																					
Recommended Texts and Sources: Johnson, G., Scholes, K. and Whittington, R., (2017) <i>Exploring Corporate Strategy Text and Cases</i> . 11th ed. Harlow: Pearson Education Lynch, R. (2018) <i>Strategic Management</i> . 8th ed. London: Harlow: Pearson Education																							