



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2021-22**

## **HNC Business**

## **Contents**

1. Welcome and Introduction to FdA Business and Management. ....	3
2. Programme Specification.....	9
3. Module Records.....	24

## 1. Welcome and Introduction to HNC Business.

Welcome to the HNC in Business programme delivered by University Centre South Devon. The HNC Business 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 Higher Education – Business, Law and Professional / Programme Manager for BA (Hons) Leadership & Management**

With over 20 years' experience in the retail sector, Andrew has worked with many national retailers such as Safeway Stores Plc, BP, Tesco Stores Plc, EE and latterly General Motors UK. He 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, he led on the development of the BA (Hons) in Leadership & Management and Chartered Manager Degree Apprenticeship. With experience of teaching business from levels 2 to 6, he is now Programme Coordinator for Higher Education in the Business, Law and Professional section. In this role he has also been fortunate to have won the 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.

- HNC Personal Tutor for 2021/22: **Andrew Faulkner**

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

## 1.3. Module Leaders

### **Nicola Dommett - Lecturer**

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

### **Anne Palmer – Programme Coordinator Young People**

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

#### **Further module Leaders for 2021-22 are:**

- Annette Harpham - Lecturer
- Karolina Nowakowska
- Caroline Wilkinson

#### **1.4. Course Contact List**

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

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

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

<b>Module Leader</b>	<b>Module</b>	<b>Contact</b>
Nicola Dommett	<ul style="list-style-type: none"><li>• Financial Reporting &amp; Accountability</li><li>• Economics for Business</li></ul>	<a href="mailto:nicoladommett@southdevon.ac.uk">nicoladommett@southdevon.ac.uk</a>
Karolina Nowakowska	<ul style="list-style-type: none"><li>• Marketing Intelligence &amp; Strategy</li></ul>	<a href="mailto:karolinanowakowska@southdevon.ac.uk">karolinanowakowska@southdevon.ac.uk</a>
Anne Palmer	<ul style="list-style-type: none"><li>• Organisational Behaviour</li></ul>	<a href="mailto:annepalmer@southdevon.ac.uk">annepalmer@southdevon.ac.uk</a>

Annette Harpham	<ul style="list-style-type: none"><li>• Digital Business and Enterprise</li></ul>	<a href="mailto:annetteharpham@southdevon.ac.uk">annetteharpham@southdevon.ac.uk</a>
Caroline Wilkinson	<ul style="list-style-type: none"><li>• Work Based Learning</li></ul>	<a href="mailto:carolinewilkinson@southdevon.ac.uk">carolinewilkinson@southdevon.ac.uk</a>

## 1.5. Preparing for your programme

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

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

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

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

### Preparatory Reading

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

## 1.6. COVID19 Programme Planning

<b>Covid 19 programme Planning</b>
------------------------------------

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

## 2. Programme Specification

### PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	South Devon College
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English <sup>1</sup>
<b>Mode of Study:</b>	Full time / Part time
<b>Final Award:</b>	HNC
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	Business
<b>UCAS Code:</b>	N100
<b>JACS Code:</b>	N100
<b>Benchmarks:</b>	Framework for Higher Education Qualifications (FHEQ), Foundation Degree Qualification Benchmark (FDQB). National Occupational Standards Business Management 2010.
<b>Date of Programme Approval:</b>	20/05/2016

### PS2. Brief Description of the Programme

---

<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee  
University of Plymouth Academic Partnerships Programme Quality Handbook UK Page 9 of 36

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

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities.

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

None

### **PS4. Exceptions to Plymouth University Regulations**

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

None

## **PS5. Programme Aims**

1. Students with knowledge and develop understanding on issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.
2. Students who have the ability to present, analyse, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management
3. Students who are equipped with a range of transferable skills for employment or further study.
4. A programme of study designed to enhance and develop qualities and transferable skills relevant for business and management, including the ability to develop in to self-managing, reflective and adaptable professionals.
5. Students who are able to contextualise learning and apply underlying concepts and principles to enhance and further develop practical employability skills

## **PS6. Programme Intended Learning Outcomes (ILO)**

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

1. Manage and lead in business scenarios using current theories and concepts
2. Make sound management and leadership decisions, make judgements and analyse, evaluate, and interpret qualitative and quantitative data
3. Demonstrate a range of transferable skills relevant for employment or further study
4. Work autonomously and collaboratively and demonstrate skills necessary for becoming self-managed, reflective and professional practitioners.
5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills
6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.

## PS7. Distinctive Features

- **Programme Student focus**
  - At South Devon College students have the opportunity to influence both at programme and college level through HE focused groups and meetings. The programme is delivered within a state of the art building which the college has invested heavily within to provide students with dedicated HE facilities, learning support and social networking opportunities
- **Academic team**
  - Throughout the programme there is strong emphasis on learning within a supportive environment with access to qualified, experienced staff in a range of subject areas (Business, Tourism, Event Management, Healthcare, CMI, and CIPD). The academic team have diverse expertise and research interests providing assorted and engaging programme content. They undertake regular professional development in related sectors, and collaborate with colleagues representing a range of the sectors to ensure the programme consistently meets local and national sector requirements.
- **Employability**
  - The programme offers strong industry links that provide opportunities for student projects and knowledgeable guest speakers. The close working relationships that students will develop with employers throughout their professional practice will enhance their transferable and employability skills and that may lead on to employment opportunities. The emphasis on professional skills will be included throughout, and additional opportunities for training and practical learning will be explored.

## PS8. Student Numbers

Students enrolled on to the HNC will attend sessions with the FdSc Business with Management students due to the modules being a duplication of the full time structure. Therefore, there is no minimum requirement of HNC student numbers.

## PS9. Progression Route(s)

Students who successfully complete the HNC Business programme will be able to progress to the Foundation Degree Year 2 in FdA Business and 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:
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> <b>and/or</b> - <b>GCSEs at Level 4 or above:</b>	Communication and Application of Number at level 2  5 GCSEs including English and Maths
<b>Level 3: at least one of the following:</b> - <b>AS/A Levels</b> - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate/Diploma:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b> - <b>International Baccalaureate:</b>  - <b>Irish / Scottish Highers / Advanced Highers:</b>	48 UCAS points from a completed programme of level 3 (A level) qualifications  Minimum MMP  26 points  48 points minimum
<b>Work Experience:</b>	Considered on individual merit
<b>Other HE qualifications / non-standard awards or experiences:</b>	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
<b>APEL / APCL<sup>2</sup> possibilities:</b>	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
<b>Interview / Portfolio requirements:</b>	Interviews may be employed
<b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b>	No

<sup>2</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## PS11. Academic Standards and Quality Enhancement

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

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

### **Subject External Examiner(s):**

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

### **Additional stakeholders specific to this programme:**

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

## PS12. Programme Structure

Academic Year: 2021/2022

Programme Code: 5899

FHEQ level: 4 For: HNC Business Full Time					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1405	Financial Reporting and Accountability	20	1	Semester 1	Core
SOUD1406	Work Based Learning	20	1	Semester 1 and 2	Core
SOUD1407	Marketing Intelligence and Strategy	20	1	Semester 1 and 2	Core
SOUD1408	Economics for Business	20	1	Semester 2	Core
SOUD1525	Digital Business and Enterprise	20	1	Semester 1 and 2	Core
SOUD1410	Organisational Behaviour	20	1	Semester 1 and 2	Core

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

Academic Year: 2021/2022

<b>FHEQ level: 4 For: HNC Business Part Time</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Year of Delivery*</b>	<b>Semester/Term of Delivery</b>	<b>Core/Optional</b>
<b>SOUD1406</b>	Work Based Learning	20	1	Semester 1 and 2	Core
<b>SOUD1407</b>	Marketing Intelligence and Strategy	20	1	Semester 1 and 2	Core
<b>SOUD1408</b>	Economics for Business	20	1	Semester 2	Core
<b>SOUD1525</b>	Digital Business and Enterprise	20	1	Semester 1 and 2	Core
<b>SOUD1405</b>	Financial Reporting and Accountability	20	2	Semester 1	Core
<b>SOUD1410</b>	Organisational Behaviour	20	2	Semester 1 and 2	Core

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

### 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><b>Knowledge / Understanding:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7) 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"> <li>Identify and explain the economic principles underlying business behaviour.</li> </ul>	<p>Primary: Scheduled activity, 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

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

<ul style="list-style-type: none"> <li>• Identify the key internal functions and relationships within business organisations.</li> <li>• Demonstrate an understanding of factors, including legal, ethical and social, affecting business organisations on a local, national and global level</li> <li>• Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people.</li> <li>• Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability</li> <li>• Identify management accounting information required for decision making.</li> <li>• Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK</li> </ul>					
<p>An explanation for embedding Knowledge and Understanding through Teaching &amp; 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 Scheduled activity, presentations, seminars and guest speaker presentations</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)  National Occupational Standards for Business Management 2010</p>					

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

<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"> <li>• Critically analyse literature on business.</li> <li>• Research , synthesise and evaluate primary and secondary data</li> <li>• Apply business principles and theory to a variety of situations.</li> <li>• Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions</li> <li>• Demonstrate commercial acumen, innovation and creativity</li> </ul>	<p>Primary: Scheduled activity, 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 &amp; 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 scheduled activity, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p><b>Key Transferable Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) 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: Scheduled activity, industry visits, guided independent</p>	3	3	Audit, Group Presentation, portfolio Reflective log	SOUD1406 SOUD1407

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

<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"> <li>• Interact effectively within a team / learning group.</li> <li>• show emotional intelligence and empathy</li> <li>• Self-manage learning using a range of resources from associated discipline areas.</li> <li>• Communicate effectively in a manner appropriate to the business environment.</li> <li>• Investigate theoretically informed explanations.</li> <li>• Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies.</li> </ul>	<p>study, guest speaker presentations  Secondary/Supplementary:  VLE  Work Based and Related Learning</p>				<p>SOUND1409</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 SOUND1406 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><b>Employment Related Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8, 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>Primary:  Scheduled activity, industry visits, guided independent</p>	<p>4</p>	<p>4</p>	<p>Audit, Group Presentation, portfolio  Reflective log</p>	<p>SOUND1406  SOUND1407</p>
---	--	----------	----------	---	---------------------------------

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

<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"> <li>• Identify, research and apply business theory.</li> <li>• Explain business theory clearly orally and in writing.</li> <li>• Solve business related problems.</li> <li>• Understand and apply sector's and employers professional standards, including commitments to impartiality and confidentiality.</li> <li>• Demonstrate understanding of organisational behaviour with reference to the business sector.</li> <li>• Analyse information and demonstrate a critical as well as accurate understanding...</li> </ul>	<p>study, guest speaker presentations  <b>Secondary/Supplementary:</b>  VLE  Work based and related learning</p>				
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  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><b>Practical Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.9)  National Occupational Standards for Business Management 2010</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b>  An ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of academic skills.</li> </ul>	<p><b>Primary:</b>  Scheduled activity, industry visits, guided independent study, guest speaker presentations  <b>Secondary/Supplementary:</b></p>	5	5	Audit, Group Presentation, portfolio Reflective log	SOUD1406 SOUD1407

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

<ul style="list-style-type: none"> <li>Practice in an ethically competent way.</li> <li>Reflect on theory and practice in a structured and coherent way.</li> <li>Perform a range of practical competencies to professional standards.</li> <li>Demonstrate competence in a range of IT applications</li> <li>Work with diverse groups and individuals</li> </ul>	VLE Work Based and Related learning				
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:  The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</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	5	3 - 5	Portfolio Reflective log	SOUD1406 SOUD1407 SOUD1408

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

	guest speaker opportunities			Written report, structured essay, presentations, Audit, Podcast	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><a href="#">An explanation of this map:</a>  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>					

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

### 3. Module Records

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

<b>MODULE CODE:</b>	<b>SOUD1405</b>	<b>MODULE TITLE:</b>	<b>Financial Reporting and Accountability</b>
---------------------	-----------------	----------------------	---

<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N300
--------------------	----------------------	------------------------

<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> No	<b>COMPENSATABLE:</b> Yes
-----------------------------	--------------------------	---------------------------

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

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

COURSEWORK	
<b>C1</b> (Coursework)	100%

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

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

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

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the student will be expected to be able to:

1. Justify the main legal and ethical requirements in the reporting of business accounts
2. Identify and evaluate the accounting concepts used to produce financial statements.
3. Appraise the importance and use of financial information for decision making purposes
4. Analyse and produce the main financial statements, outlining their purpose and use
5. Analyse financial performance using relevant accounting ratios

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

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 133
---------------------------------	----------------------------------

<b>MODULE LEADER:</b> Nicola Dommett	<b>OTHER MODULE STAFF:</b> None
--------------------------------------	---------------------------------

### SUMMARY of MODULE CONTENT

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

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

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

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

<b>Updated by:</b> Nicola Dommett	<b>Date:</b> 13/05/2021	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 28/06/2021
--------------------------------------	----------------------------	--	----------------------------

### Recommended Texts and Sources:

#### Books:

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

#### Websites:

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

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

<b>MODULE CODE:</b>	<b>SOUD1406</b>	<b>MODULE TITLE:</b>	<b>Work Based Learning</b>
---------------------	-----------------	----------------------	----------------------------

<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N100
--------------------	----------------------	------------------------

<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
-----------------------------	----------------------------	---------------------------

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

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

<b>COURSEWORK</b>	
<b>C1</b> (Coursework)	100%

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

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

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

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

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

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

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

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

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 133
---------------------------------	----------------------------------

<b>MODULE LEADER:</b> Caroline Wilkinson	<b>OTHER MODULE STAFF:</b> None
--	---------------------------------

<p><b>SUMMARY of MODULE CONTENT</b></p> <p>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</p>
--

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled Activities/ Formative Tutorials / Student directed sessions	60	2 hours per week for 30 weeks
Agreed work placement	50	
Guided independent study	90	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
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%	A log where the student will reflect on their development, process and awareness of own practice during the WBL (LO: 5)
			Total = 100%	

<b>Updated by:</b> Caroline Wilkinson	<b>Date:</b> 27/05/2021	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 28/06/2021
--	----------------------------	--	----------------------------

<p><b>Recommended Texts and Sources:</b></p> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>Cottrell, S (2015) <i>Skills for Success: Personal Development and Employability (Macmillan Study Skills)</i> 3rd edition. Macmillan: London</li> <li>Sedgley, M (2020) <i>Skills for Business and Management</i>. Macmillan: London</li> </ul>
--

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

<b>MODULE CODE:</b>	<b>Soud1407</b>	<b>MODULE TITLE:</b>	<b>Marketing Intelligence and Strategy</b>
---------------------	-----------------	----------------------	--

<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N500
--------------------	----------------------	------------------------

<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> No	<b>COMPENSATABLE:</b> Yes
-----------------------------	--------------------------	---------------------------

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

<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b>			
COURSEWORK		PRACTICAL	
<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Business
<b>Professional body minimum pass mark requirement:</b> 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

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

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

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

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 133
---------------------------------	----------------------------------

<b>MODULE LEADER:</b> Karolina Nowakowska	<b>OTHER MODULE STAFF:</b> None
---	---------------------------------

### SUMMARY of MODULE CONTENT

Basic principles of marketing research and business theory.

Marketing environment

Marketing research: analyse information and demonstrate a critical as well as accurate understanding

Research skills: identification of research methodology / ethics/ use of primary secondary source material;

use of data industry report and data analysis

Consumer & business buying behaviour

Segmentation and differentiation

Marketing planning process

Solve business related problems

Marketing strategies

Understand and apply sector's and employers professional standards, including commitments to work as a team and confidentiality.

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

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

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)

<b>Updated by:</b> Karolina Nowakowska	<b>Date:</b> 28/05/2021	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 28/06/2021
---	----------------------------	--	----------------------------

### Recommended Texts and Sources:

#### Books:

- Baines, P., Fill, C. and Page, K. (2019) *Marketing*. 5<sup>th</sup> edition Oxford: Oxford University Press
- Brassington, F. and Pettitt, S. (2007) *Essentials of Marketing*. 3<sup>rd</sup> edition. Harlow: Prentice Hall
- Kotler, P., & Armstrong, G., (2020) *Principles of Marketing* 18th edition. Pearson

#### Journals:

- European Journal of Marketing
- Journal of Marketing Research

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

<b>MODULE CODE:</b>	<b>Soud1408</b>	<b>MODULE TITLE:</b>	<b>Economics For Business</b>
---------------------	-----------------	----------------------	-------------------------------

<b>CREDITS:20</b>	<b>FHEQ Level: 4</b>	<b>JACS CODE:</b>	<b>N110</b>
-------------------	----------------------	-------------------	-------------

<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b>
N/A	N/A	Yes

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

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

<b>COURSEWORK</b>	
<b>C1 (Coursework)</b>	<b>100%</b>

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

**Professional body minimum pass mark requirement:** NA

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

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the learner will be expected to be able to:
- 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

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

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 133
---------------------------------	----------------------------------

<b>MODULE LEADER:</b> Nicola Dommett	<b>OTHER MODULE STAFF:</b> None
--------------------------------------	---------------------------------

### SUMMARY of MODULE CONTENT

Local and national economy – types of economic system, role of state, Government policy  
 External market factors – market forces, market types, organisational responses to market situations  
 Global economy – globalisation of businesses, international trade

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

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

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

<b>Updated by:</b> Nicola Dommett	<b>Date:</b> 13/05/2021	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 28/06/2021
--------------------------------------	----------------------------	--	----------------------------

### Recommended Texts and Sources:

#### Books:

- Sloman J and Jones E (2020) *Essential Economics for Business* 6<sup>th</sup> ed. Pearson

#### Journals:

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

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

<b>MODULE CODE:</b>	<b>SOUD1410</b>	<b>MODULE TITLE:</b>	<b>Organisational Behaviour</b>
---------------------	-----------------	----------------------	---------------------------------

<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N215
--------------------	----------------------	------------------------

<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
-----------------------------	----------------------------	---------------------------

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

This module considers how organisation behaviour and attitude can influence the behaviour of individuals and groups at work. The module will use a range of theories and leadership approaches to analyse and explain human behaviour at work including an understanding of cultural issues within organisations.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

<b>COURSEWORK</b>	
<b>C1 (Coursework)</b>	100%

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

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

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

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

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

1. Identify and explain the advantages/disadvantages of a range of organisational structures
2. Identify and discuss leadership styles and the skills required to ensure team involvement and achievement of leadership objectives
3. Identify and explain a range of organisational cultures and the significance of group behaviour at work
4. Explain the challenges of change management
5. Identify and discuss a range of theoretical approaches to human motivation

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

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

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

<b>ACADEMIC YEAR:</b> 2021-2022	<b>NATIONAL COST CENTRE:</b> 133
---------------------------------	----------------------------------

<b>MODULE LEADER:</b> Anne Palmer	<b>OTHER MODULE STAFF:</b> None
-----------------------------------	---------------------------------

### SUMMARY of MODULE CONTENT

Organisational culture  
 Organisational structures  
 Motivation  
 The nature of management and leadership  
 Groups and teams at work  
 Change management  
 Human perception and conflict  
 Communication  
 The ethics of decision making

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

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Essay	40%	A structured essay exploring the range of organisational structures and workplace leadership styles (LO 1 & 2)
		Report	40%	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)
			Total = 100%	

<b>Updated by:</b> Anne Palmer	<b>Date:</b> 10/05/2021	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 28/06/2021
-----------------------------------	----------------------------	--	----------------------------

### Recommended Texts and Sources:

#### Books:

- Mullins L (2019). *Organisational Behaviour in the workplace*, 12<sup>th</sup> edition. London: FT Publishing International
- Buchanan, D. & Huczynski, A. (2019). *Organizational Behaviour*, 10<sup>th</sup> edition. London: Pearson

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

<b>MODULE CODE: SOUD1525</b>		<b>MODULE TITLE: Digital Business and Enterprise</b>	
<b>CREDITS: 20</b>		<b>FHEQ LEVEL: 4</b>	<b>HECOS CODE: E-Business 100738</b>
<b>PRE-REQUISITES: None</b>		<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Y</b>
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> The emergence of the digital economy has unlocked new enterprise opportunities for entrepreneurs, leading to the creation of new business models, innovations and value in data driven sectors. This module will consider opportunities where digital business models can be utilised to enable them to become digital entrepreneurs.			
<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i> – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> FdA Business & Management			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> The aim of this module is for students to be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of how organisations have embraced new digital technologies to create competitive advantage.</li> <li>• Identify a range of digital business models exploring how social media has become a key element in the business world.</li> <li>• Present an insight into the use of digital technologies within new enterprises, embedding a wider use of digital concepts, models and the resources needed to develop successful ventures.</li> </ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.  At the end of the module the learner will be expected to be able to:			
<b>Assessed Module Learning Outcomes</b>		<b>Award/ Programme Learning Outcomes contributed to</b>	
1. Identify and discuss how competitive advantage is gained from the Digital World, including the use of social media as a business enabler. 2. Discuss key concepts of a digital organisation, including a range of digital based models. 3. Identify the wider use of digital concepts and the resources needed to develop successful ventures. 4. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management		1. Manage and lead in business scenarios using current theories and concepts 5. Apply underlying concepts and principles contextually to demonstrate an awareness and development of practical employability skills 6. Demonstrate knowledge and understanding on the issues, theories and concepts relevant to the business and general management sector with reference to, amongst other things, local, national and global issues.	
<b>DATE OF APPROVAL:</b> 21/01/2020		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> 01/2021		<b>SCHOOL/PARTNER:</b> South Devon College	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX		<b>SEMESTER:</b> Semester 2	

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Annette Harpham	<b>OTHER MODULE STAFF:</b> Andrew Faulkner
<b>Summary of Module Content</b> How organisations implement digital business (inc. early adopters and late movers) Digital models. Website design and security. Identify and discuss how competitive advantage is gained from the digital world (inc. advertising) The use of social media as a business enabler. Laws affecting digital businesses. Information & Customer Relationship Management systems within organisations. Digital innovations within the business world	

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

## SUMMATIVE ASSESSMENT

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

**REFERRAL ASSESSMENT**

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

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Annette Harpham Date: 27/05/2021	<b>Approved by:</b> Andrew Faulkner Date: 28/06/2021