



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2022-2023

BA (Hons) Leadership and Management

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1. Welcome and Introduction to BA (Hons) Leadership and Management (top-up)

1.1 Welcome statement

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

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

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.

1.2 Programme Management

Role	Person	Email address
Personal Tutor	David Stephens	davidstephens@southdevon.ac.uk
Programme Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Curriculum Head	Chantelle Mashiter	chantellemashiter@southdevon.ac.uk
Assistant Principal	Steve Caunter	stevecaunter@southdevon.ac.uk

1.3 Personal Tutor

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

David has over a decade of lecturing experience after initially being employed in the education sector as an assessor for NVQs. David's specialist subject is accountancy, and he completed the Association of Accounting Technicians (AAT) qualification before progressing on to the Chartered Institute of Management Accountants (CIMA). David has lectured on AAT, CIMA and ACCA programmes as well as being employed as an Associate Lecturer at the University of Plymouth leading on specific Accounting and Finance degree modules. A versatile lecturer, David is also very experienced in delivering leadership and management programmes and enjoys supporting students through their Chartered Management Institute (CMI) and Chartered Management Degree Apprenticeship (CMDA) programmes of study. David has previously been employed as a retail manager and has experience of working as a Management Accountant in the public-sector along with accountancy practice experience. David is educated to a master's level, holds an honours degree in Business Economics and is a qualified assessor and verifier.

1.4 Tutoring at UCSD

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

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

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

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

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They

should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your module's leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: <https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/>

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

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

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Andrew Faulkner	<ul style="list-style-type: none"> • Leadership & Management Concepts • Operational Decision Making • Extended Professional Practice 	andrewfaulkner@southdevon.ac.uk	
David Stephens	<ul style="list-style-type: none"> • Professional Practice • Corporate Strategy in Action 	davidstephens@southdevon.ac.uk	
Chantelle Mashiter	<ul style="list-style-type: none"> • Delivering Change • Managing Service Innovation 	chantellemashiter@southdevon.ac.uk	
Lynne Andrews	<ul style="list-style-type: none"> • Digital Innovation 	lynneandrews@southdevon.ac.uk	Thursday only

1.6 Preparing for your programme

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

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

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

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

Preparatory Reading

- Recommended books/eBooks:
 - Gill, R (2011) *Theory and Practice of Leadership*, 2nd edition. Sage: London
 - 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
- Open access Journal articles:
 - CMI (2020) *Management 4.0 - Developing the next generation of managers and leaders*. Available at: <https://www.managers.org.uk/~media/Files/PDF/Reports/Management-40-Report.pdf>

1.7 Curriculum design principles

Programme Rationale (summary)

Since its creation in 2016, the BA (Hons) Leadership & Management (top-up) has set out to develop management and leadership competence and capability based on an understanding of decision-making, management development and strategic leadership, providing opportunities for progression from selected foundation degrees within the management section at South Devon College.

Context

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

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

Content

The BA (Hons) Leadership and Management (top-up) programme consists of three core 20 credit modules, one 40 credit module and a final 20 credit elective module to complete the programme. Alongside this the tutorial programme will support your academic and professional development. The sequencing of your programme allows you to develop the knowledge, skills and behaviours ready for graduate employment. Although the modules stand alone, the knowledge and understanding you develop within the modules will build as you progress through the programme and you will be able to apply across the programme to your future module learning and assessments.

Teaching and Learning Strategy

In line with the University of Plymouth Education and Student Experience Strategy, the aim of these programmes is *'to deliver outstanding education that makes a difference, improving local, national and global communities.'*

Delivery of the BA (Hons) Leadership and Management (top-up) will be through a one-year full-time programme or alternatively as a two-year part-time programme. The full-time programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronous learning opportunities and resources on our online learning platforms, guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. The part time programme will be delivered bi-weekly offering the same opportunities. All modules will be delivered by means of lectures or seminars. Additionally, in line with university ethos, a range of student-centred approaches will be used including workshops, group work, e-learning and self-directed study. Throughout each module there will be opportunity for formative assessment to further encourage and

enhance learning. Guided independent study will take the form of your own self-selected activities from the wide range of resources available on Moodle which will support the development of skills. There is an expectation that students will read materials posted on Moodle and prepare for all tutorial sessions by pre-reading, making notes and asking relevant questions.

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

Modules are designed to promote detailed understanding of issues surrounding the business, management, and HR sectors. Lectures, student-led seminars, research and analytical formative assessments and problem-solving activities will cultivate independent and critical thinkers. Guest speakers, group discussions and debate will aim to further develop and challenge the students' academic knowledge and skills.

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

Resources

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

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

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

1.8 Assessment and feedback strategy

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

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

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

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

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

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

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

verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

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

1.9 Student Support Hub

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

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

- **HE Study Team**

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

- **HE Disability Team**

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

- **HE Wellbeing Team**

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

- **HE Employability**

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

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

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

1.10 Preparation for Employment, further academic study and personal development

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

The Professional Practice and Extended Professional Practice modules will enable students to develop and hone their enquiring skills and will allow for specific work-related research thus enabling students to work with local employers (or current employers) on real-life research projects, enabling them to focus their engagement on a particular area of interest to themselves and an organisation. Students studying this programme as a full or part-time qualification will ultimately benefit from the links made with employers as they progress through their studies.

1.11 UCSD Enterprise and Employability Framework Mapping

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

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA 1 and 2	SOUND3030 SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037 SOUND3080 SOUND3043	Written report. Essay Infographic Presentation Podcast Video-cast Seminar		
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA 3, 4 and 5	Tutorial SOUND3030 SOUND3072 SOUND3078 SOUND3080 SOUND3043	Written report. Essay Infographic Presentation Podcast Video-cast Seminar Portfolio	Presentation at Research Showcase	Students can access study skills and employability support via the UCSD Student Support Hub
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 3 and 5	SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037 SOUND3038 SOUND3080	Infographic Presentation Podcast Video-cast Live Project	Presentation at Research Showcase	Students can access study and digital skills support via the UCSD Student Support Hub

			SOUND3040 SOUND3041 SOUND3042 SOUND3043			
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA 2, 3 and 5	SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037 SOUND3038 SOUND3080 SOUND3040 SOUND3041 SOUND3042 SOUND3043	Infographic Presentation Podcast Video-cast Live Project	Presentation at Research Showcase	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA 5	Tutorial SOUND3078 SOUND3080	Presentation Report Reflective log Live Project		Students can access employability support via the UCSD Student Support Hub
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA 3	SOUND3078 SOUND3080	Presentation Report Reflective log Live Project		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA 5	Tutorial SOUND3078 SOUND3080	Presentation Report Reflective log		
Professional Behaviours	Students display the professional behaviours	PA 3 and 5	Tutorial SOUND3078	Presentation Report	Group and individual tutorial	

	required of best practice and suitable for general employment.		SOUND3080	Reflective log Live Project	discussions about professional behaviours and values	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA 5	Tutorial SOUND3078 SOUND3080	Presentation Report Reflective log Live Project	Fellow student tutorial groups Sector networking events	
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.12 Student engagement in ongoing programme development

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

1.13 Applicable Regulations, Policy and Procedures

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

Policy/Procedure/Regulation	Provision	Comments
Regulations		
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy		
Extenuating Circumstances Policy	UCSD	
Academic Appeals		
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 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:	BA (Hons)
Intermediate Award:	N/A
Programme Title:	Leadership & Management
UCAS Code:	A3NB
JACS Code:	N200
Benchmarks:	QAA Subject Benchmark Statement: Business and Management (February 2015) Framework for Higher Education Qualifications (FHEQ)
Date of Programme Approval:	20/05/2016

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee
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2.2 Brief Description of the Programme

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

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

None

2.4 Exceptions to Plymouth University Regulations

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

None

2.5 Programme Aims

1. To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of leadership and management.
2. To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to leadership, management, and organisations.
3. To enhance the learner's intellectual, transferable and employability skills through an academically rigorous programme of study.
4. To take initiative to lead and process, taking responsibility where relevant for work and other routes.
5. To encourage the learner to contextualise learning within a workplace environment.

2.6 Programme Intended Learning Outcomes (ILO)

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

1. Analyse, evaluate, and demonstrate an innovative approach to leadership and management concepts.
2. Demonstrate competencies associated with functions within industry.
3. Function effectively and efficiently as a member of a team and contribute to an organisation using a wide range of skills.
4. Assess the external factors which influence leadership and management within the organisation.
5. Analyse a range of organisational disciplines and how constraints in one area can impinge on decision making for a leader or a manager.
6. Successfully apply theory to real life workplace situations.
7. Demonstrate transferable and employability skills for further study in higher education or the world of work.

2.7 Distinctive Features

- **Professional practice**
 - The programme offers students the opportunity to become competent and confident in experiencing and dealing with contemporary leadership and management challenges within their respective industries. The assessment with the professional practice module will allow for student reflection based on their experiences. The professional practice modules will be supported by dedicated staff who will regularly visit students within their workplaces. The programme will provide a challenging curriculum which addresses major concepts, values, principles and rules within the business and the leadership and management sector.
- **Routes onto the programme**
 - The programme enables students from the Tourism, Event Management, and Healthcare Practice foundation degrees to focus on the area of leadership and management. It is expected the students joining the programme will have prior knowledge of some subject matter, alongside their specialised knowledge. However completion of bridging modules may be required. This programme will enable them to develop that further focussing on the field of leadership and management.
- **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.

- **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

2.8 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 = 8

Target student numbers per stage = 15

Maximum student numbers per stage = 30

2.9 Progression Route(s)

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

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

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For

progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

N/A

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

2.10 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <ul style="list-style-type: none"> - Key Skills requirement / Higher Level Diploma: and/or - GCSEs at Level 4 or above: 	<p>Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own)</p> <p>4 relevant subject areas including Maths and English</p>
<p>Level 3: at least one of the following:</p> <ul style="list-style-type: none"> - 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: 	<p>48 UCAS points</p>
<p>Work Experience:</p>	<p>Considered on individual merit</p>
<p>Other HE qualifications / non-standard awards or experiences:</p>	<p>Relevant Business Level 5 Qualification with 240 credits</p> <p>Students from the FD's in Tourism, Hospitality & Event Management, Marketing & Digital Media or Healthcare Practice that demonstrate transferrable knowledge at a sufficient level of the business environment, finance, human resource management and marketing.</p> <p>A Level 5 Qualification with 240 credits which demonstrates a sufficient level of knowledge of the business environment, finance, human resource management and marketing.</p> <p>Where a level 5 qualification has been achieved, but does not demonstrate sufficient level of knowledge of the business environment, finance, human resource management and marketing the applicant will be assessed through the use of a bridging module or combination of bridging modules onto the programme. – see appendix</p>
<p>APEL / APCL² possibilities:</p>	<p>APL will be considered as per Plymouth University Regulations</p>
<p>Interview / Portfolio requirements:</p>	<p>Interviews may be employed</p>
<p>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</p>	<p>No</p>

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

2.11 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 parented by this programme and therefore covered by this programme's external examiner with the exception of the following which will be verified by the Subject External Examiners for:

SOUND3079 Managing Service Innovation	FdA Tourism, Hospitality & Event Management
SOUND3036 Global Health Protection	FdSc Healthcare Practice BSc (Hons) Healthcare Practice
SOUND3037 Effective Leadership in Education	FdA Early Years Care and Education BA (Hons) Child Development and Education

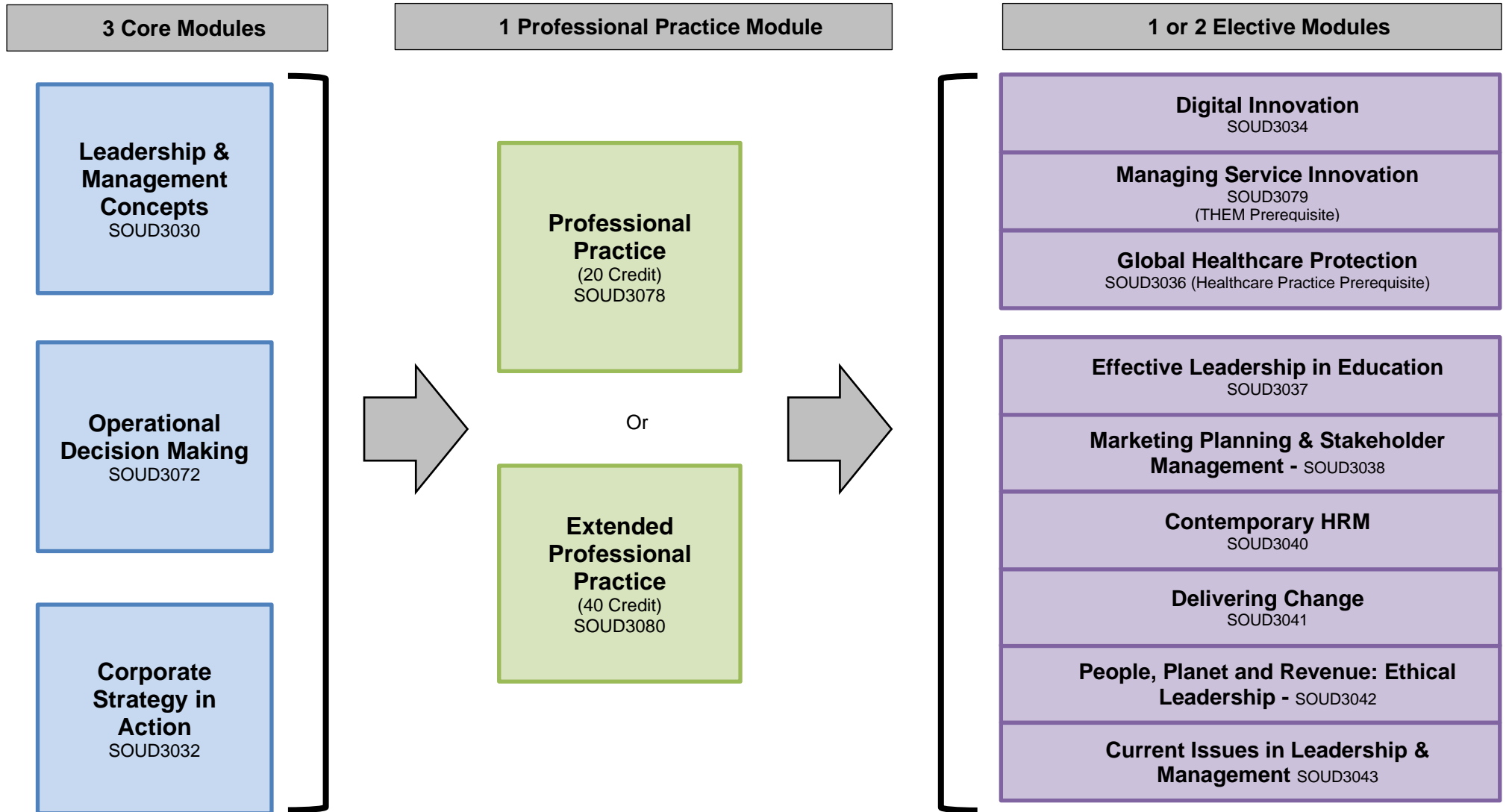
Appendix 2 indicates

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

2.12 Programme Structure

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



BA (Hons) Leadership and Management Level 6 – Full Time

Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3030	Leadership and Management Concepts	20	1	1	Core
SOUD3072	Operational Decision Making	20	1	2	Core
SOUD3032	Corporate Strategy in Action	20	1	2	Core
SOUD3078	Professional Practice	20	1	1/2	Optional
SOUD3034	Digital Innovation	20	1	1/2	Optional
SOUD3079	Managing Service Innovation	20	1	1	Optional
SOUD3036	Global Healthcare Protection	20	1	1/2	Optional
SOUD3037	Effective Leadership in Education	20	1	1/2	Optional
SOUD3038	Marketing Planning & Stakeholder Management	20	1	1/2	Optional
SOUD3080	Extended Professional Practice	40	1	1/2	Optional
SOUD3040	Contemporary Human Resource Management	20	1	1/2	Optional
SOUD3041	Delivering Change	20	1	1/2	Optional
SOUD3042	People, Planet and Profit: Ethical Leadership	20	1	1/2	Optional
SOUD3043	Current Issues in Leadership and Management	20	1	1/2	Optional

BA (Hons) Leadership and Management Level 6 – Part Time					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3030	Leadership and Management Concepts	20	1	1	Core
SOUD3072	Operational Decision Making	20	2	2	Core
SOUD3032	Corporate Strategy in Action	20	1	2	Core
SOUD3078	Professional Practice	20	1/2	1/2	Optional
SOUD3034	Digital Innovation	20	2	1/2	Optional
SOUD3079	Managing Service Innovation	20	1	1	Optional
SOUD3036	Global Healthcare Protection	20	1	1/2	Optional
SOUD3037	Effective Leadership in Education	20	1	1/2	Optional
SOUD3038	Marketing Planning & Stakeholder Management	20	1	1/2	Optional
SOUD3080	Extended Professional Practice	40	1/2	1/2	Optional
SOUD3040	Contemporary Human Resource Management	20	1	1/2	Optional
SOUD3041	Delivering Change	20	1	1/2	Optional
SOUD3042	People, Planet and Profit: Ethical Leadership	20	1	1/2	Optional
SOUD3043	Current Issues in Leadership and Management	20	1	1/2	Optional

2.13 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: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Programme Aims	Programme intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>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)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Have achieved a level of knowledge and understanding of the underlying concepts and principles and an ability to evaluate and interpret these within the context of leadership and management. • Refine and use a range of practical, conceptual or technological understanding to make progress when there are many interrelating aspects. • Critically analyse, interpret and evaluate complex information, concepts and ideas. • Demonstrate an awareness of the current developments in the field of leadership and management. 	<p>Primary: Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	1	1, 4, 5	Written report. Essay Infographic Presentation Podcast Video-cast Seminar	SOUD3030 SOUD3072 SOUD3032 SOUD3037 SOUD3038 SOUD3040 SOUD3041 SOUD3043

<ul style="list-style-type: none"> Demonstrate a critical evaluation of a range of theories, models, frameworks and tasks within the role of management. 					
<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 practical work. The nature of SOUD3043 will allow students to be exposed to a wide range of inter and multidisciplinary perspectives.</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 (3.8)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> An ability to present, evaluate, and interpret qualitative and quantitative data Develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management. Recall knowledge based on the directly taught programme demonstrating understanding of subject specific theories, paradigms, concepts and principles. An ability to define and solve routine problems collocating, summarising and analyse information, investigating lines of evidence from a limited range of sources to support findings Demonstrate some ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives including sources from academic literature Be able to plan, execute and present an independent piece of hypothesis-driven work (eg a project) within a supported framework in which qualities such as time management, 	<p>Primary: Lectures, seminars, tutorials, guided research and independent study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry visits, VLE</p>	<p>2</p>	<p>1, 2, 5, 6</p>	<p>Written report. Essay Infographic Presentation Podcast Video-cast Seminar</p>	<p>SOUD3030 SOUD3072 SOUD3032 SOUD3078 SOUD3034 SOUD3079 SOUD3036 SOUD3037 SOUD3038 SOUD3080 SOUD3040 SOUD3041 SOUD3042 SOUD3043</p>

<p>problem solving, and independence are evident.</p> <ul style="list-style-type: none"> • Be able to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate). 					
<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 leadership and management from different types of sources and will be encouraged to communicate their findings in different contexts. Cognitive and intellectual skills will be delivered by lectures, presentations, seminars, and practical work. Typical assessments will include essays, reports, and presentations. More specifically, cognitive and intellectual skills will be measured by learning outcomes that require students to 'Critically Evaluate', 'Critically Analyse' and 'Apply the principles of...'</p>					
<p>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)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Solve basic numerical problems using the appropriate techniques. • Address problems when provided with limited information involving many interrelating factors. • Determine, refine, adapt and use appropriate methods and skills within the appropriate environment. • Communicate to a variety of audiences in written, graphical and verbal forms. • Make contributions to group discussions and teamwork activities. • Listen and respond to others. • Use the internet for communication and information retrieval. • Recognise and respect the views of others reflect on team performance. • Evaluate actions, methods and results and their implications 	<p>Primary: Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p>Secondary/Supplementary: Industry visits, VLE</p>	<p>3, 4</p>	<p>3, 4, 6, 7</p>	<p>Written report. Essay Infographic Presentation Podcast Video-cast Seminar Portfolio</p>	<p>SOUND3030 SOUND3072 SOUND3078 SOUND3080 SOUND3043</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</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. Assessment will be primarily through coursework (e.g. Essays, Reports, Portfolios, Seminars and Presentations).

Employment Related Skills:

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

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

- Recognise the existence of moral and ethical issues associated with industry
- Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development.
- Identify targets for personal, career and academic development
- Accept some responsibility for their own learning, developing skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills).
- Recognise personal strengths and weaknesses.

Primary:
Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.

Secondary/Supplementary:
Industry visits, VLE

4

2, 3, 6, 7

Written report.
Essay
Infographic
Presentation
Podcast
Video-cast
Seminar
Portfolio

SOUND3030
SOUND3072
SOUND3078
SOUND3034
SOUND3079
SOUND3036
SOUND3037
SOUND3080
SOUND3043

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

The programme is intended embed a variety of employment related skills. Within the context of Leadership and Management these skills could include having a breadth and depth of knowledge about emerging issues and developments, having developed practical and analytical skills, being able to present information effectively and being able to link all of these elements together coherently to identify relationships. Students will undertake employment related activities as part of SOUND3078 and SOUND3080 which will allow them to develop employability skills in context.

Practical Skills:

For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.8)

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Plan, conduct and present an independent investigation with significant guidance • Relate investigations to some prior work and reference it appropriately • Apply a range of methods to solve problems • Use technologies to address problems • Present results of investigations in a number of formats 	<p>Primary: Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p>Secondary/Supplementary: Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	5	2, 6, 7	<p>Infographic Presentation Podcast Video-cast Live Project</p>	<p>SOUND3072 SOUND3078 SOUND3034 SOUND3079 SOUND3036 SOUND3037 SOUND3038 SOUND3080 SOUND3040 SOUND3041 SOUND3042 SOUND3043</p>
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: The range of practical techniques that will be taught will include collection of data, analysis and interpretation of results, and skills relevant to effective project management. Teaching methods with include practical activities, seminars, tutorials and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements).</p>					

2.14 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: 6

WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Professional Practice	Liaise with students and employers to agree suitable workplace locations and provide support	1, 5	3, 6, 7	Portfolio Reflective Log	SOUD3078 SOUD3080
Industry Visits	Identify suitable locations and organise off-site activities	1, 3, 5	1, 6, 7	Essay Report Seminar Portfolio Infographic Presentation Podcast	SOUD3030 SOUD3072 SOUD3036 SOUD3037 SOUD3043
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	2, 3, 5	1, 4, 5, 6	Essay Report Seminar Portfolio Infographic Presentation Podcast	SOUD3030 SOUD3072 SOUD3032 SOUD3034 SOUD3079 SOUD3036 SOUD3037 SOUD3038 SOUD3040 SOUD3041 SOUD3042 SOUD3043
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	2, 3, 4, 6, 7	Essay Report Seminar Portfolio Presentation Reflective report	SOUD3032 SOUD3078 SOUD3080

Research	Research is on-going throughout the programme using a range of methods and resources. Support students to construct hypotheses and resource projects	2, 3, 4	1, 4, 5, 7	Essay Report Seminar Portfolio Infographic Presentation Podcast Video-cast	SOUD3030 SOUD3072 SOUD3032 SOUD3078 SOUD3034 SOUD3079 SOUD3036 SOUD3037 SOUD3038 SOUD3080 SOUD3040 SOUD3041 SOUD3042 SOUD3043
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[An explanation of this map:](#)

Employer engagement is very significant to this programme and is embedded into every module at FHEQ Level 6. Students will work very closely with industry throughout to ensure that they develop the skills necessary for successful employment. Each module will focus on developing employer-related skills and also important transferable skills. Students will be expected to undertake a research project within the workplace in SOUD3078 & SOUD3080. Students are able to decide what they would like to research, however, local industries have also offered their support with this and there are a large number of real-life projects that students will be encouraged to assist with. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations. Where appropriate assignments will be linked to local, national and international topics to ensure they have a real-world emphasis and prepare students for employment.

2.15 UCSD Enterprise and Employability Framework Mapping

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

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	(i.e A1, ILO3)	(i.e SOUD3030 A1, LO3)	(i.e. SOUD3030 Marketing Plan)	(i.e guest speaker as part of SOUD3030)	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.					(i.e signposting to HE Study Skills support)
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.					
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.			(i.e. SOUD3030 Marketing Plan)		
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.					
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.					

Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.					
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.					
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

2.16 Appendix: Bridging Modules

The purpose of the bridging modules are to enable students coming from range of other level 5 equivalent courses and are lacking specific business knowledge. The combination of bridging modules used will be dependent on each applicants HE qualification.

Each bridging module has been designed to enable students to demonstrate a sufficient level of understanding of the business environment & finance, study skills, marketing or human resource management through an assessed piece of independently produced work for each bridging module. Each bridging module will be delivered as a 1 day intensive session and supported through a range of Moodle resources.

All work will be a maximum of 2000 words and will be assessed and moderated through the already in place process. It will be graded on a Pass/Fail threshold of 40%.

Bridging Module	LO	Evidence
Business Environment with Finance	<ol style="list-style-type: none"> 1. Evaluate the impact of government policies on organisations 2. Illustrate the relationship between market forces and organisational responses 3. Identify and evaluate the accounting concepts used to produce financial statements. 4. Appraise the importance and use of financial information for decision making purposes 	Report
Developing Research & Practice	<ol style="list-style-type: none"> 1. Demonstrate how relevant theoretical perspectives have informed and enhanced practice. 2. Demonstrate an ability to identify, locate, critically evaluate and use information appropriate to the task in hand. 3. Demonstrate the ability to work independently in a manner that meets professional requirements. 4. Demonstrate the acquisition of research related skills in the area of study; 5. Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences. 	Portfolio
Marketing	<ol style="list-style-type: none"> 1. Apply a range of secondary research techniques to inform marketing decisions and critically analyse the various elements of the marketing planning process 2. Apply a range of primary research techniques to inform marketing decisions & critically analyse the various elements of the marketing planning process 3. Compare and contrast definitions of marketing concepts, theories and models 	Report
Human Resource Management	<ol style="list-style-type: none"> 1. Identify the role and purpose of human resource management 2. Explain performance management and its interface with employee resourcing and development 3. Explain the scope of employment relations 	Structured essay

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:	SOUD3030	MODULE TITLE:	Leadership & Management Concepts
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CREDITS: 20	FHEQ Level: 6	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 provides an overview of the role of leadership and management within organisations and the differences between the two concepts. The relationship to a range of processes at individual, team, organisational and national levels will be explored; adopting multiple perspectives and highlighting key leadership skills including communication.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- Develop students' knowledge and understanding about the theories and practices of leadership and management and the differences between the two.
- Critique the multi-dimensional (social, political, cultural, structural and psychological) role of leadership. Explore a range of leadership and management techniques to aid with decision making, conflict management, and communication.
- Consideration the differing forms of communication (written, verbal non-verbal, digital) and how to apply them creating an awareness of interpersonal skills including; effective listening, influencing techniques, negotiating and persuasion.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Devise and sustain arguments regarding the theories and practices of leadership and management.
2. Evaluate the multi-dimensional (social, political, cultural, structural, and psychological) role of leadership.
3. Analyse a range of leadership and management techniques.
4. Critically evaluate the different forms of communication and how to apply them.
5. Evaluate and discuss a range of interpersonal skills

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT</p> <p>Leadership versus Management Leadership Traits & Theories. Roles & Behaviours Leadership Styles Strategic Leadership and Management Power and Influence Communication - written, verbal non-verbal, digital</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Coursework	C1	Essay	50%	An essay that critically evaluates the multi-dimensional role of leadership within the workplace. Considering a range of theories and practices (LO: 1, 2 & 3).
		Article	50%	An academic article critically evaluating the impact of interpersonal and communication skills on leadership (LO: 4 & 5).
			Total = 100%	

Updated by: Andrew Faulkner	Date: 04/07/2022	Approved by: Chantelle Mashiter	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUD3032	MODULE TITLE:	Corporate Strategy in Action
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CREDITS: 20	FHEQ Level: 6	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 draws from concepts of strategy in order to analyse real-world concepts, important for leadership and management decision making. It will explore both the theories and models of strategy, utilising a range of analytical tools and their significance in supporting a business's corporate strategy.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL **Group to which module should be linked:** Leadership & Management

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- To develop the techniques required to analyse the macroeconomic, microeconomic and strategic business environment.
 - The module will cover a range of strategy topics, theories and models related to the analysis of the environment of organisations, the evaluation of business-level and corporate-level strategies as well as the performance evaluation of the firm

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Interpret and critically evaluate the concepts required to analyse the impact of the macro and microenvironments on business.
 2. Critically evaluate a range of different perspectives on business strategy.
 3. Apply appropriate methods and techniques of strategy analysis to obtain useful strategic insights.
 4. Identify and critically evaluate the practice of strategy from the leadership and management perspective.
 5. Critically analyse a range of strategic development processes.

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: David Stephens	OTHER MODULE STAFF: Andrew Faulkner
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SUMMARY of MODULE CONTENT

Business, Corporate, and International level strategy
 Analyse how organisations plan and deploy resources to deliver their strategies.
 External, competitive, and internal business environments
 Internal environment: value chain and resource-based theories.
 Strategy development processes
 Evaluating strategies and their suitability
 The role of Leadership and Management in the practice of strategy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	60%	An investigative report critically evaluating the key concepts and perspectives of a range of business strategies, applying them to a case study (LO: 1,2 & 3)
		Essay	40%	An essay critically discussing the role of leadership and management within organisational strategy. (LO: 4 & 5)
			Total = 100%	

Updated by: Andrew Faulkner	Date: 04/07/2022	Approved by: Chantelle Mashiter	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUND3034	MODULE TITLE:	Digital Innovation
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CREDITS: 20	FHEQ Level: 6	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)*
 Successful organisations are investigated to understand how their visionary approach, embedding innovation, e-business practices, satisfies changing markets and ensures future sustainability and success.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

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

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- The module will provide an understanding of how successful organisations make use of innovation and entrepreneurship to achieve strong market positions and sustainable and successful futures.
 - Entrepreneurship, innovation and sustainability will all be explored with particular reference to organisations that thrive through the innovative use of technology.

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

1. Investigate innovative digital organisations.
2. Critically evaluate the role of entrepreneurship in driving digital innovation
3. Assess and comment upon the role of digital sustainability and social enterprise in society.
4. Critically evaluate the use of data in understanding market success

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Lynne Andrews	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Driving innovation through digital channels
 Entrepreneurship and its relationship with innovation
 The sharing economy
 Social enterprise
 Technology and data supporting innovation and development.
 Big data and real-time data analysis – technology enabling an analytical approach to innovation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	7.5 hours per session for 6 sessions
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Project Report	100%	A report investigating a digital organisation and critically evaluating the role of entrepreneurship in driving innovation within the organisation (LO: 1 & 2)
Practical	P1	Presentation	100%	An assessed presentation with supporting notes which comments upon the role of sustainability and social enterprise in society, evaluating the use of data in understanding market success (LO: 3 & 4)

Updated by: Lynne Andrews	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUND3036	MODULE TITLE:	Global Health Protection
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CREDITS: 20	FHEQ Level: 6	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 is for students who have completed the foundation degree in Healthcare Practice or equivalent. The module introduces students to key aspects of Health Protection in order to be able to analyse and plan for threats to the health of people on a Global, National and Local Level.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL **Group to which module should be linked:** Leadership & Management

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- For students to develop an understanding of the responsibilities of health management and leadership with regard to the protection of the health of people on a local, national and international level.
 - The module aims to enable the student to clearly identify the legal responsibilities and accountabilities when considering international health management

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Critically apply the concepts of the management and leadership of health protection in protecting people from disease and other health hazards.
 2. Analyse the main issues regarding the surveillance, management and planning of health protection considering threats of a Global, National and Local nature.
 3. Appraise interdisciplinary working in health protection.
 4. Evaluate the impact of International health management on National and Local legislation and policy.

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Maxine Davis	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Health protection is the protection of people from events or incidents that may harm the health of the public. This unit has been designed to introduce the students to the importance of leading and managing for the purpose of protecting health. In doing so the unit introduces the underpinning principles of health protection and the considerations and partnership working that must take place to enable effective health protection. Discussion of international health regulations and the importance of local, national, and international partnership to work towards health protection will take place. The methods used in the prevention of infectious diseases and chemical/radiological hazards, the impact of globalisation and the movement of people and climate on the health of the population and the role of the World Health Organisation, and other agencies involved in health protection will be analysed.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Scheduled industry related visits	5	2 x short healthcare related visits
Guided independent study	150	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	<u>200</u>	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	60%	LO: 1 & 2
		Reflection	40%	LO: 3 & 4
			Total = 100%	

Updated by: Maxine Davis	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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Recommended Texts and Sources:

Books:

- Katz, D., Elmore, J., Wild, D. And Lucan, S.(ed.) (2014). *Jekel's epidemiology, biostatistics, preventative medicine and public health*. Philadelphia: Elsevier
- Nicholson, R., Mckinn, J. And Allen, A. (2016) *Global Health*. London:Sage

Websites:

- World Health Organisation - <http://www.who.int/ihr/en/>

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

MODULE CODE:	SOUD3037	MODULE TITLE:	Effective Leadership In Education
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CREDITS: 20	FHEQ Level: 6	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 will enable students to broaden their knowledge of leadership and management in the education sector. Exploring wider professional practice of leadership within education, and providing an opportunity to review current theory in educational leadership and relate this to their practice.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- To provide an opportunity to review current theory in educational leadership and relate this to practice.
- It will suit both students who are already working with management and leadership in education and those who hope to go on to progress into leadership or management roles with education.
- Students will be encouraged to critically reflect on management processes and current issues highlighted in educational leadership literature.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Critically evaluate the theories and principles of leadership and management in education.
2. Examine the critical perspectives of further education including leadership and social justice.
3. Analyse the current issues in educational leadership research.
4. Analyse recent and current government policy and priorities for the education sector.
5. Critically explore a range of management and leadership strategies for the education sector

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Professional practice
 Leadership and management concepts within education
 Government policies and priorities
 Strategy, quality and human resource in further education
 Social justice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Seminar Paper	60%	LO: 1, 2 & 3
		Case study and recommendations	40%	LO: 4 & 5
			Total = 100%	

Updated by: Andrew Faulkner	Date: 04/07/2022	Approved by: Chantelle Mashiter	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3038	MODULE TITLE: Marketing Planning & Stakeholder Management
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CREDITS: 20	FHEQ Level: 6	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 is about understanding the role of marketing in researching, anticipating and satisfying the customers' expectations in a profitable manner. Knowing the organisations, current market position and planning for widening markets to increase the longevity of the business. It also looks deeper into the need for effective stakeholder management.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- The aim of this module is for students to be able to define an organisations stakeholder and their importance in the continued success of the business and creating effective stakeholder management by using recognised strategies and methodologies.
- Describe the function and role of marketing in the prediction, identification and satisfying of stakeholder needs, by the use of suitable analytical research models to evaluate the current and potential future marketing environment for an organisation.
- The module will aim to develop the understanding throughout an organisation and the need for marketing to be an organisationally wide activity which contributes to all processes and procedures.
- Construct a basic marketing plan with strategies to support organisations objectives and move the business forward in their chosen marketing environment.
- Be able to construct, assess and evaluate the progress of a marketing plan for an organisation to contribute to organisational objectives.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Analyse and provide a systematic understanding of the role of marketing in achievement of organisational objectives.
2. Critically evaluate the organisations current markets and/or sectors within which it operates.
3. Apply methods and techniques to develop a marketing plan that contributes towards achieving organisational objectives.
4. Critically evaluate stakeholder management and its importance towards organisational success
5. Critically evaluate and comment upon the influence sales, design and production processes have within an organisation

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: David Stephens	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Marketing function
 Marketing planning
 Marketing concepts
 Organisational focus
 Market trends and patterns
 Stakeholder management
 Research, development, production and sales

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Marketing Plan	50%	An organisational marketing plan designed to address an area of operational importance (LO: 1,2 &3)
		Structured Essay	50%	A structured essay covering the importance of effective stakeholder management and the influence on design, production and sales (LO: 4 & 5)
			Total = 100%	

Updated by: David Stephens	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUND3040	MODULE TITLE:	Contemporary Human Resource Management
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CREDITS: 20	FHEQ Level: 6	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)*

The module develops your knowledge of current issues within HRM from an academic perspective. Critically considering how HRM can support organisations in achieving their strategic objectives in a rapidly evolving 21st century business landscape.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- The module aims to enable students to debate and critically evaluate current themes in HRM, such as work life balance, performance management, and a global workforce.
- It will assess how they impact the HR policies and practices of contemporary organisations.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Analyse the role of HRM and how it supports modern organisations
2. Critically evaluate current practice within HRM
3. Critically analyse how HRM helps organisations to adapt to new working patterns and seek employee engagement
4. Examine the human factors that allow organisations to compete on a global scale

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Simon Truscott	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

The module explores how HRM can positively support organisations in the evolving 21st century business landscape through examining the following topics:

The strategic role of HRM.

Recruiting, retaining and developing employees.

Nurturing creativity and innovation.

HR analytics and metrics.

International HRM.

Work life balance, wellbeing, and employee engagement.

Employee reward.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Video-cast	50%	Working in small groups students will create a video presentation critically examining a current HRM practice. (LO: 1 & 2)
		Essay	50%	Students will write a structured essay based upon a current topic in global HRM and employee engagement practice. (LO: 3 & 4)
			Total = 100%	

Updated by: Simon Truscott	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUND3041	MODULE TITLE:	Delivering Change
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CREDITS: 20	FHEQ Level: 6	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)*
 The module develops student knowledge of change delivery practice. Using a range of theories and change management tools the module allows students to explore and critically evaluate the challenge of managing the change process, and building employee change resilience.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
COURSEWORK		PRACTICAL	
C1 (Coursework)	50%	P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- The module aims to enable students to critically evaluate change models, practices and tools, and practically apply them in a real life scenario.

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

- Critically evaluate a range of change models
- Critically analyse how organisations engage employees in the change process to build resilience
- Practically apply a change management tool in a real life scenario
- Demonstrate a systematic understanding of why change fails.

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Chantelle Mashiter	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

The module explores the issues of change management and leadership through examining the following topics: Models of change

- Leading change
- Total Quality Management
- People management and change
- Why change initiatives fail
- Contemporary change issues

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Infographic	100%	Students will create an e-poster combining text and graphics to critically compare differing change models and explain the importance of employee engagement in change. (LO: 1 & 2)
Practical	P1	Presentation	100%	Working in groups students will apply a change management tool to a given scenario and present the outcome, including a critical analysis of why change initiatives fail. (LO: 3 & 4)

Updated by: Chantelle Mashiter	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUD3042	MODULE TITLE:	People, Planet and Profit: Ethical Leadership
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CREDITS: 20	FHEQ Level: 6	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)*

The module develops student knowledge of Corporate Social Responsibility (CSR) and the ethics of leadership. Using a range of theory, discussion scenarios and case studies the module allows students to analyse and critically evaluate organisational responses to changing environmental and social norms.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICAL	
C1 (Coursework)	50%	P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- The module aims to enable students to critically evaluate change models, practices and tools, and practically apply them in a real life scenario.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Critically evaluate a range of organisational responses to climate change
2. Discuss the political ideologies underpinning workforce management approaches
3. Discuss and critically analyse modern ethical leadership
4. Critically evaluate supply chain practices

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Caroline Wilkinson	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

The module explores the issues of change management and leadership through examining the following topics:

- Contemporary issues in CSR
- Corporate and governmental responses to climate change
- Ethical leadership
- Employee engagement or exploitation? Managing a sustainable workforce
- Supply chain management
- Seminar / Case studies

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Academic Article	100%	Students will write an article that would appear in a professional magazine or newspaper critically examines the impacts of climate change on supply chains. (LO: 1 & 4)
Practical	P1	Seminar	100%	Lead a seminar on ethical leadership and its influence on workforce management approaches and ideologies (LO: 2 & 3)

Updated by: Caroline Wilkinson	Date: 04/07/2022	Approved by: Andrew Faulkner	Date: 04/07/2022
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	SOUND3043	MODULE TITLE:	Current Issues in Leadership & Management
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CREDITS: 20	FHEQ Level: 6	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 the many issues faced in modern leadership & management, and will identify many of the issues facing modern business management in operating in this post-recessional environment. By its nature the content of the module will change each year, as issues change, new understandings emerge and different perspectives apply.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Leadership & Management

Professional body minimum pass mark requirement: NA

MODULE AIMS:

- This module aims to explore the many issues faced by leaders & managers in the modern business environment. In challenging political and economic climates the business world needs to operate in a different manner to how they operate a buoyant and nurturing environment.
- This module will identify many of the issues facing modern business management in operating in this post-recessional environment.
- The module will debate current issues critically, analytically and theoretically, whilst considering implications for practice.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Critically evaluate the latest thinking in the field of leadership and management;
2. Develop a systematic understanding of new leadership and management developments and legislation.
3. Critically evaluate a range of current affairs material for issues relating to leadership and management
4. Demonstrate a systematic understanding of a range of appropriate responses to current issues and dilemmas and develop appropriate responses to them.

DATE OF APPROVAL:	20/05/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2022-2023	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Exploring appropriate responses to a range of issues and dilemmas
 Media influence
 Issues faced in modern management,
 Business practice, Corporate Social Responsibility and Globalisation.
 Ethics in the Business World
 The current business environment and recent world events

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Academic article	50%	A journal article evaluating the latest thinking of a focussed aspect of leadership and management. (LO: 1 & 3)
		Essay	50%	An academic essay which discusses the future of leadership and management (LO: 2 & 4)
			Total = 100%	

Updated by: Andrew Faulkner	Date: 04/07/2022	Approved by: Chantelle Mashiter	Date: 04/07/2022
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UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3072		MODULE TITLE: Operational Decision Making	
CREDITS: 20		FHEQ LEVEL: 6	HECOS CODE: Business and Management 100078
PRE-REQUISITES: None		CO-REQUISITES: None	COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> Operational performance is imperative for continued success of organisations. This module looks at a range of management approaches to support effective decision making to ensure employee engagement and provide a motivational environment thus maximising effort.			
ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment			
C1 (Coursework)	70%	P1 (Practical)	30%
SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Leadership and Management			
Professional body minimum pass mark requirement: N/A			
MODULE AIMS: The aim of this module is for students to be able <ul style="list-style-type: none"> • To define decision making models and their contribution to managing a wide range of data and information (financial, sales, marketing, legal, feedback) in an effective and efficient manner to ensure it contributes to operational management and leadership decision making within the business environment. • Develop presentation methods which are cohesive, provide clarity and allow understanding through the various levels of operation within a business, and to inform decision making, where students will develop techniques to apply correct data management principles to ensure businesses operate within the confines of the law and reduce breaches of data protection. • Apply the different communication methods and make sense of the implications of a variety of theories and their contribution to success and failure, exploring how to create a motivated workforce, who are committed to the organisation and are self-critical in their practices and procedures, to move the business forward in a competitive market. 			

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Identify, select, and critically analyse a wide range of data and information (financial, sales, marketing, legal, feedback) that organisations use to support effective decision making. 2. Critically analyse communications theory and their influence in the presentation of information 3. Critically evaluate decision making models and interpret the decisions made. 4. Apply the methods and techniques of the legal requirements to the collection, storage and use of data and information. 5. Present findings from a comparative study regarding the legislative nature of Data Protection 	<ol style="list-style-type: none"> 4. Assess the external factors which influence leadership and management within the organisation. 5. Analyse a range of organisational disciplines and how constraints in one area can impinge on decision making for a leader or a manager. 6. Successfully apply theory to real life workplace situations.

DATE OF APPROVAL: 21/01/2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 09/2020

SCHOOL/PARTNER: South Devon College

DATE(S) OF APPROVED CHANGE:

SEMESTER: Semester 2

XX/XX/XXXX

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022-2023		NATIONAL COST CENTRE: 133
MODULE LEADER: Andrew Faulkner		OTHER MODULE STAFF:
Summary of Module Content Privacy legislation Organisational data protection Data Protection Act & GDPR Freedom of Information Act Data management and organisational structure Sources of data and data sourcing criteria Communications theories Decision making in an operational environment		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO: 1, 2 & 3) A structured essay judging decision making based on the data and information from an evolving range of sources, and an analysis of the ways in which this information can be communicated to the wider organisation.	100%
Practical	Group Presentation (LO: 4 & 5) Presentation on the challenges of data protection and legal requirements that organisations are expected to adhere to.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Structured Essay (LO: 1, 2 & 3) A structured essay judging decision making based on the data and information from an evolving range of sources, and an analysis of the ways in which this information can be communicated to the wider organisation.	100%
Coursework in lieu of practical	Presentation Slides (with notes) (LO: 4 & 5) Presentation slides on the challenges of data protection and legal requirements that organisations are expected to adhere to.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Andrew Faulkner Date: 04/07/2022	Approved by: Chantelle Mashiter Date: 04/07/2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE:
SOUD3078

MODULE TITLE: PROFESSIONAL PRACTICE

CREDITS: 20

FHEQ LEVEL: 6

HECOS CODE: 100078

Business and Management

PRE-REQUISITES: NONE

CO-REQUISITES:
NONE

COMPENSATABLE: YES

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is focussed on the workplace environment and enables students to make use of reflective practice to experience and critically analyse workplace environments to explore real life leadership and management issues.

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

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons)
Leadership & Management

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- This module aims to enable students to explore the real-life workplace environment and conceptualise leadership and management within the workplace.
- The module will encourage students to develop their transferable and employability skills and apply many of the programme concepts.
- The module will enable students to reflect on their practice.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Apply concepts, ideas and principles to an appropriate project-based situation 2. Demonstrate a creative approach to problem solving 3. Demonstrate the use of appropriate leadership and management concepts within an appropriate professional and ethical framework	1. Analyse, evaluate and demonstrate an innovative approach to leadership and management concepts 2. Demonstrate competencies associated with functions within industry 3. Function effectively and efficiently as a member of a team and contribute to an organisation using a wide range of skills

<p>4. Demonstrate and evidence a variety of transferable skills including: showing initiative and working independently; working with others and self-management</p> <p>5. Evidence self-awareness and reflection on own practice</p>	<p>4. Assess the external factors which influence leadership and management within the organisation</p> <p>5. Analyse a range of organisational disciplines and how constraints in one area can impinge on decision making for a leader or a manager</p> <p>6. Successfully apply theory to real life workplace situations</p> <p>7. Demonstrate transferable and employability skills for further study in higher education or the world of work</p>
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DATE OF APPROVAL: XX/XX/XXXX	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023

NATIONAL COST CENTRE: 133

MODULE LEADER: Andrew Faulkner

OTHER MODULE STAFF: David Stephens

Summary of Module Content

Workplace learning practice – preparation, planning and ongoing review.

The professional practice itself during which students will be supported with delivery on project and reflective tools and methodology.

Each student will have at least dedicated personalised tutorial each academic month which will be used to discuss, support and develop the skills and evidence required for assessment and the placement.

De-briefing and reflection.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities/ Formative Tutorials / Student directed sessions	24	12 sessions of 2 hours, to be agreed
Guided independent study	176	Research, directed weekly reading, and assessment development
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Project Introduction An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	Project Review A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	Reflection A short reflection on their development, process and awareness of their learnings (LO5)	20%
		Total = 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Project Introduction An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	Project Review A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	Reflection A short reflection on their development, process and awareness of their learnings (LO5)	20%
		Total = 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Andrew Faulkner
 Date: 04/07/2022

Approved by: Chantelle Mashiter
 Date: 04/07/2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3079 **MODULE TITLE:** MANAGING SERVICE INNOVATION

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE:** 100738
Business and Management

PRE-REQUISITES: NONE **CO-REQUISITES:** NONE **COMPENSATABLE:** YES

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to explore the relationship between the management in service organisations, the service characteristics and the wider organisational characteristics during the innovation and development process. Students will take a central role in leading seminar discussions with focus on emerging innovation developments.

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

C1 (Coursework)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons)
Leadership & Management

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- This module aims to provide an understanding of how leaders and managers deal with the ongoing innovation within the service sector.
- The module aims to enable students to explore the characteristics of service firms, service type, innovation type, and how customers vary in relation to the management of innovation in service firms.
- The module will explore contemporary issues and innovation developments through a student-centred case study approach utilising seminar papers.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Analyse the significance of innovation and how it links to wider strategic issues within the organisation. 2. Evaluate current innovation and practice within the service sector. 	<ol style="list-style-type: none"> 1. Analyse, evaluate and demonstrate an innovative approach to leadership and management concepts. 2. Demonstrate competencies associated with functions within industry.

<p>3. Critically analyse where ideas for innovation in service firms come from.</p> <p>4. Critically evaluate how the management of innovation in service firms, service characteristics and firm characteristics relate</p>	<p>4. Assess the external factors which influence leadership and management within the organisation.</p> <p>5. Analyse a range of organisational disciplines and how constraints in one area can impinge on decision making for a leader or a manager</p>
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DATE OF APPROVAL: XX/XX/XXXX	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023

NATIONAL COST CENTRE: 133

MODULE LEADER: Chantelle

OTHER MODULE STAFF:

Mashiter

Summary of Module Content

- Strategic importance of innovation and key definitions and exploring a 'roadmap' for managing the innovation process.
- Developing an innovation strategy
- Emerging developments and trends.
- Linking operational performance to innovation priorities
- Creativity and Responsible innovation
- Adoption and diffusion of innovation

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	A report analysing the consequence to the organisation of strong management of the innovation and how the many characteristics relate. (LO3,4)	100%
Practical	A seminar discussion with critical evaluation, on current innovation and best practice within the service sector including discussion of the innovation potential. (LO1, 2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	A report analysing the consequence to the organisation of strong management of the innovation and how the many characteristics relate. (LO3,4)	100%
Coursework in lieu of practical	A set of seminar slides (with notes) offering a critical evaluation on current innovation and best practice within the service sector including discussion of the innovation potential. (LO1, 2)	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Chantelle Mashiter
Date: 04/07/2022

Approved by: Andrew Faulkner
Date: 04/07/2022

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3080 **MODULE TITLE:** EXTENDED PROFESSIONAL PRACTICE

CREDITS: 40 **FHEQ LEVEL:** 6 **HECOS CODE:** 100078
Business and Management

PRE-REQUISITES: NONE **CO-REQUISITES:** NONE **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This extended professional practice module is focussed on the workplace environment, and enables students to make use of reflective practice to experience and critically analyse workplace environments to explore real life leadership and management issues in a deep systematic way.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons)
Leadership & Management

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- This module aims to enable students to explore the real-life workplace environment and conceptualise leadership and management within the workplace.
- The module will encourage students to develop their transferable and employability skills and apply many of the programme concepts.
- The module will enable students to extensively reflect on their practice.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Apply concepts, ideas and principles to an appropriate project-based situation 2. Demonstrate a creative approach to problem solving 3. Apply appropriate leadership and management practices within an	1. Analyse, evaluate and demonstrate an innovative approach to leadership and management concepts 2. Demonstrate competencies associated with functions within industry

<p>appropriate professional and ethical framework</p> <p>4. Demonstrate and evidence a variety of transferable skills including: showing initiative and working independently; working with others and self-management.</p> <p>5. Evidence self-awareness and reflection on own practice</p>	<p>3. Function effectively and efficiently as a member of a team and contribute to an organisation using a wide range of skills</p> <p>4. Assess the external factors which influence leadership and management within the organisation</p> <p>5. Analyse a range of organisational disciplines and how constraints in one area can impinge on decision making for a leader or a manager</p> <p>6. Successfully apply theory to real life workplace situations</p> <p>7. Demonstrate transferable and employability skills for further study in higher education or the world of work</p>
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DATE OF APPROVAL: XX/XX/XXXX	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022-2023

NATIONAL COST CENTRE: 133

MODULE LEADER: Andrew Faulkner

OTHER MODULE STAFF: David Stephens

Summary of Module Content

Workplace learning practice – preparation, planning and ongoing review.

The professional practice itself during which students will be supported with delivery on project and reflective tools and methodology.

Each student will have at least dedicated personalised tutorial each academic month which will be used to discuss, support and develop the skills and evidence required for assessment and the placement.

De-briefing and reflection.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities/ Formative Tutorials / Student directed sessions	24	12 sessions of 2 hours, to be agreed
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SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Project Introduction An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	Project Review A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	Reflection A short reflection on their development, process and awareness of their learnings (LO5)	20%
		Total = 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Project Introduction An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	Project Review A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	Reflection A short reflection on their development, process and awareness of their learnings (LO5)	20%
		Total = 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Andrew Faulkner
 Date: 04/07/2022

Approved by: Chantelle Mashiter
 Date: 04/07/2022