



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2023-24**

## **BA (Hons) Leadership and Management**

## **Chartered Manager Degree Apprenticeship**



## Contents

1.	Welcome and Introduction to BA (Hons) Leadership and Management (top-up) .....	3
1.1	Welcome .....	3
1.2	Programme Management .....	3
1.3	Personal Tutor.....	4
1.4	Tutoring at UCSD.....	4
1.5	Course Contact List.....	4
1.6	Preparing for your programme .....	5
1.7	Curriculum design principles .....	6
1.8	Teaching and Learning Strategy .....	7
1.9	Research and employment-informed teaching and learning .....	8
1.10	Resources to support outstanding teaching and learning. ....	9
1.11	Knowledge, skills and behaviours developed on the programme .....	10
1.12	Assessment and feedback strategy .....	23
1.13	Student engagement in ongoing programme development.....	23
1.14	Student Support Hub.....	24
1.15	Becoming a South Devon Graduate.....	25
1.16	Preparation for employment and further academic study.....	26
1.17	UCSD Enterprise and Employability Framework Mapping .....	27
1.18	Student engagement in ongoing programme development.....	29
1.19	Applicable Regulations, Policy and Procedures .....	29
2.	Programme Specification .....	31
2.1	Programme Details .....	31
2.2	Brief Description of the Programme .....	32
2.3	Details of Accreditation by a Professional/Statutory Body (if appropriate) .....	32
2.4	Exceptions to Plymouth University Regulations .....	32
2.5	Programme Aims .....	32
2.6	Programme Intended Learning Outcomes (ILO) .....	33
2.7	Distinctive Features.....	33
2.8	Progression Route(s) .....	34
2.9	Admissions Criteria .....	34
2.10	Programme Structure.....	36
2.11	Programme Structure.....	37
2.12	Learning Outcomes, Teaching & Learning and Assessment .....	38
2.13	Work Based/Related Learning .....	43
2.14	Appendix: Bridging Modules .....	45
3	Module Records .....	46

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

## 1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [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](http://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	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Higher Education Lead	David Stephens	<a href="mailto:davidstephens@southdevon.ac.uk">davidstephens@southdevon.ac.uk</a>
Programme Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Higher Education Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Curriculum Head	Chantelle Mashiter	<a href="mailto:chantellemashiter@southdevon.ac.uk">chantellemashiter@southdevon.ac.uk</a>
Assistant Principal	Matt Burrows	<a href="mailto:mburrows@southdevon.ac.uk">mburrows@southdevon.ac.uk</a>

### **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.

### **1.4 Tutoring at UCSD**

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

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

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

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

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

### **1.5 Course Contact List**

Details of your module's leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is

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

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

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

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

Module Leader	Modules	Contact	If part time days/hours that are worked
Andrew Faulkner	<ul style="list-style-type: none"><li>• Leadership &amp; Management Concepts</li><li>• Operational Decision Making</li><li>• Extended Professional Practice</li></ul>	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>	
David Stephens	<ul style="list-style-type: none"><li>• Corporate Strategy in Action</li></ul>	<a href="mailto:davidstephens@southdevon.ac.uk">davidstephens@southdevon.ac.uk</a>	
Lynne Andrews	<ul style="list-style-type: none"><li>• Digital Innovation</li></ul>	<a href="mailto:lynneandrews@southdevon.ac.uk">lynneandrews@southdevon.ac.uk</a>	Friday 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*, 2<sup>nd</sup> 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](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.

## **1.8 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. 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.

## 1.9 Research and employment-informed teaching and learning

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

Name	Qualifications	Current Professional Activity / Achievement	Planned Activity
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Andrew Faulkner	MA Human Resource Management PGCE BA (Hons) Business	Associate Member of CIPD SFHEA External Examiner for the School of Leadership and Management - Arden University	'Back to Industry' CPD event
David Stephens	Master's in Education BSc (Hons) Business Economics	HE Lead for Business	'Back to Industry' CPD event

## 1.10 Resources to support outstanding teaching and learning.

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

Your programme has access to...

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

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

## 1.11 Knowledge, skills and behaviours developed on the programme

# CHARTERED MANAGER DEGREE APPRENTICESHIP

## EVIDENCE SOURCES FOR THE PORTFOLIO Soud3030 - Leadership & Management Concepts

APPRENTICE STANDARD HEADING	LEARNING OUTCOMES NUMBER	LEARNING OUTCOMES	ASSESSMENT CRITERIA NUMBER	ASSESSMENT CRITERIA
<b>A: OPERATIONAL STRATEGY KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	A2	<b>How to manage change in the organisation</b>	A2.1	Critically evaluate change management models
			A2.2	Apply relevant model(s) to effectively manage substantial change in a select area of own organisation
<b>F: COMMUNICATION KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	F3	<b>Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion</b>	F3.1	Analyse own's interpersonal skills and take responsibility to further develop of these
<b>F: COMMUNICATION SKILLS (BE ABLE TO)</b>	F4	<b>Communicate clearly, effectively and regularly using oral, written and digital channels and platforms</b>	F4.1	Show effective and appropriate use of all forms of communication
<b>G: LEADING PEOPLE KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	G1	<b>Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.</b>	G1.1	Evaluate a range of leadership styles and models to include inclusive leadership
			G1.2	Know own leadership style and how to adapt to situations
			G1.3	Evaluate the use of coaching and mentoring approaches to supporting people and developing teams
	G2	<b>Organisational culture and diversity management</b>	G2.1	Evaluate types of organisational culture and how these are created
			G2.2	Explain diversity management and review approach in own organisation

<b>G: LEADING PEOPLE SKILLS (BE ABLE TO)</b>	G3	<b>Articulate organisational purpose and values</b>	G3.1	Explain purpose and values and analyse how effectively these are communicated and articulated in own organisation
	G5	<b>Enable others to achieve by developing and supporting them through coaching and mentoring</b>	G5.1	Enable others to achieve by developing and supporting them through coaching and mentoring
<b>H: MANAGING PEOPLE KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	H1	<b>How to recruit, manage and develop people, using inclusive talent management approaches</b>	H1.1	Explain recruitment strategies and review the effectiveness of own organisations strategy
			H1.2	Examine inclusive talent management approaches and how this can be used to recruit, manage, and develop people
			H1.3	Analyse the use of inclusive talent management within own organisation
	H2	<b>How to use HR systems and processes to ensure legal requirements, health and safety, and well-being needs</b>	H2.1	Discuss the use of HR systems and processes to ensure legal requirements, health and safety, and well-being needs are met
	H3	<b>How to set goals and manage performance.</b>	H3.1	Critically evaluate goal setting theories and models
			H3.2	Set realistic achievable goals for others, monitoring and managing progress towards these
<b>H: MANAGING PEOPLE SKILLS (BE ABLE TO)</b>	H5	<b>Delegate to others, provide clear guidance and monitor progress</b>	H5.1	Identify and delegate tasks to others, demonstrating the provision of clear guidance and the effective monitoring of progress to achieve positive results
	H6	<b>Set goals and accountabilities</b>	H6.1	Set realistic goals for others and ensure accountability.
<b>I: DEVELOPING COLLABORATIVE RELATIONSHIPS KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	I1	<b>Approaches to stakeholder, customer, and supplier management, developing engagement, facilitating cross functional working and negotiation.</b>	I1.1	Describe the principles of stakeholder, customer and supplier engagement and management
			I1.2	Analyse stakeholder, customer and supplier engagement and management in own organisation and identify strategies for improvement
			I1.3	Explain the benefits and challenges of cross-functional working and apply this method of working to deliver positive results
			I1.4	Evaluate negotiation strategies and practice these
	I2	<b>How to shape common purpose, as well as approaches to conflict management and dispute resolution</b>	I2.1	Explain methods for shaping common purpose
			I2.2	Evaluate models of conflict management and resolution and successfully apply these
<b>I: DEVELOPING COLLABORATIVE</b>	I3		I3.1	Develop and maintain networks and relationships

<b>RELATIONSHIPS SKILLS (BE ABLE TO)</b>		<b>Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels</b>	I3.2	Build rapport and trust, demonstrating how this takes place with all people including those from different cultures, backgrounds, and levels
<b>J: AWARENESS OF SELF AND OTHERS KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	J1	<b>How to be self-aware and recognise different learning styles</b>	J1.1	Evaluate theories of learning styles and apply to self and others
	J2	<b>How to use emotional and social intelligence, and active listening and open questioning to work effectively with others</b>	J2.1	Evaluate models of emotional intelligence and their use in the workplace
			J2.2	Evaluate the concept of social intelligence and its use in the workplace
			J2.3	Explain the importance of active listening and open questioning and demonstrate their uses in working with others

## CHARTERED MANAGER DEGREE APPRENTICESHIP

### EVIDENCE SOURCES FOR THE PORTFOLIO Soud3032 - Corporate Strategy in Action

APPRENTICE STANDARD HEADING	LEARNING OUTCOMES NUMBER	LEARNING OUTCOMES	ASSESSMENT CRITERIA NUMBER	ASSESSMENT CRITERIA
<b>A: OPERATIONAL STRATEGY KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	A1 (K)	<b>How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.</b>	A1.1	Evaluate theories of organisational strategies and review own organisation's strategy in the context of these
			A1.2	Analyse own organisation's strategy for resource and supply chain management
			A1.3	Analyse own organisation's strategy for workforce development
			A1.4	Interpret key principles of sustainability within own organisation
			A1.5	Evaluate risk management models and review own organisation's approach to the identification and monitoring of risk
			A1.6	Evaluate quality assurance models in the context of own organisation

<b>A: OPERATIONAL STRATEGY SKILLS (BE ABLE TO)</b>	A3 (S)	<b>Support the development of organisational strategies and plans.</b>	A3.1	Review own organisation's strategies and plans and support further development of these
	A5 (S)	<b>Produce reports that clearly present information and data, using a range of interpretation and analytical processes.</b>	A5.1	Construct a range of detailed management reports and analyse and interpret these
<b>B: PROJECT MANAGEMENT SKILLS (BE ABLE TO)</b>	B3 (S)	<b>Plan, organise and manage resources to achieve organisational goals</b>	B3.1	Exhibit the effective planning, organisation and management of identified resources, demonstrating how this continues to the achievement of project goals
<b>C: BUSINESS FINANCE KNOWLEDGE (KNOW AND UNDERSTAND)</b>	C1 (K)	<b>Financial strategies, including budgets, financial management and accounting, and how to provide financial reports</b>	C1.1	Evaluate the importance of strategic financial management in relation to the organisational strategy
	C3 (K)	<b>Commercial context in an organisational setting and how these changes over time</b>	C3.1	Assess the commercial context that own organisation operates within
<b>D: SALES AND MARKETING KNOWLEDGE (KNOW AND UNDERSTAND)</b>	D1 (K)	<b>How to create marketing and sales strategies.</b>	D1.1	Evaluate sales and marketing theories to inform strategy
	D2 (K)	<b>How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market</b>	D2.2	Analyse segments in relation to own organisation and propose a strategy to assist targeting
	D3 (K)	<b>The need for innovation in product and service design.</b>	D3.2	Analyse approaches to innovation employed by own organisation making recommendations as appropriate
<b>G: LEADING PEOPLE KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	G2 (K)	<b>Organisational culture and diversity management</b>	G2.1	Evaluate types of organisational culture and how these are created
			G2.2	Explain diversity management and review approach in own organisation
<b>L: DECISION MAKING KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	L1 (K)	<b>How to undertake research, data analysis, problem solving and decision-making techniques</b>	L1.1	Critically evaluate research methods and the types of data generated
			L1.2	Analyse complex data and draw sensible conclusions
			L1.3	Evaluate and apply problem solving techniques

# CHARTERED MANAGER DEGREE APPRENTICESHIP

## EXAMPLES OF POSSIBLE EVIDENCE SOURCES FOR THE PORTFOLIO Soud3034 - Digital Innovation

APPRENTICE STANDARD HEADING	LEARNING OUTCOMES NUMBER	LEARNING OUTCOMES	ASSESSMENT CRITERIA NUMBER	ASSESSMENT CRITERIA
<b>D: SALES AND MARKETING SKILLS (BE ABLE TO)</b>	D5 (S)	Use creative approaches to developing solutions to meet customer need	D5.1	Demonstrate use of creative approaches in developing a range of solutions to meet customer needs and improve customer relationships
<b>E: DIGITAL BUSINESS AND NEW TECHNOLOGIES KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	E1 (K)	Approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.	E1.1	Critically evaluate the impact of innovation and digital technologies on organisations
			E1.2	Evaluate the use of these for organisational development
			E1.3	Review the use of innovation and digital technologies in own organisation and make recommendations for improvement
	E2 (K)	Innovation and digital technology's impact on data and knowledge management for analysing business decision-making.	E2.1	Analyse the impact of innovation and digital technologies on data and knowledge management
			E2.2	Demonstrate how this can be utilised for making business decisions
<b>E: DIGITAL BUSINESS AND NEW TECHNOLOGIES SKILLS (BE ABLE TO)</b>	E3 (S)	Identify service/ organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others	E3.1	Demonstrate the use of qualitative and quantitative analysis of information to identify service/ organisational improvements and opportunities for innovation and growth

			E3.2	Analyse information and data to benchmark against others.
<b>F: COMMUNICATION KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	F2 (K)	How to maintain personal presence and present to large groups.	F2.1	Determine how to maintain personal presence
			F2.2	Prepare and present successfully to large groups
<b>F: COMMUNICATION SKILLS (BE ABLE TO)</b>	F4 (S)	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms	F4.1	Show effective and appropriate use of all forms of communication

## CHARTERED MANAGER DEGREE APPRENTICESHIP

### EXAMPLES OF POSSIBLE EVIDENCE SOURCES FOR THE PORTFOLIO SOUND3072 - Operational Decision Making

APPRENTICE STANDARD HEADING	LEARNING OUTCOMES NUMBER	LEARNING OUTCOMES	ASSESSMENT CRITERIA NUMBER	ASSESSMENT CRITERIA
<b>A: OPERATIONAL STRATEGY SKILLS (BE ABLE TO)</b>	A5	<b>Produce reports that clearly present information and data, using a range of interpretation and analytical processes.</b>	A5.1	Construct a range of detailed management reports and analyse and interpret these
<b>E: DIGITAL BUSINESS AND NEW TECHNOLOGIES KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	E2	<b>Innovation and digital technology's impact on data and knowledge management for analysing business decision-making.</b>	E2.1	Analyse the impact of innovation and digital technologies on data and knowledge management
			E2.2	Demonstrate how this can be utilised for making business decisions
<b>F: COMMUNICATION KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	F1	<b>Different forms of communication (written, verbal non-verbal, digital) and how to apply them</b>	F1.1	Evaluate different types of communication and the application of these analyse their strengths and weaknesses in different contexts
	F2	<b>How to maintain personal presence and present to large groups.</b>	F2.1	Determine how to maintain personal presence
			F2.2	Prepare and present successfully to large groups

	F3	<b>Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion</b>	F3.1	Analyse own interpersonal skills and take responsibility to further develop of these
<b>F: COMMUNICATION SKILLS (BE ABLE TO)</b>	F4	<b>Communicate clearly, effectively and regularly using oral, written and digital channels and platforms</b>	F4.1	Show effective and appropriate use of all forms of communication
	F5	<b>Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.</b>	F5.1	Use active listening and open questioning to structure conversations and discussions and demonstrate the use of these to challenge others when appropriate
	F7	<b>Apply influencing and persuading skills, to the dynamics and politics of personal interactions.</b>	F7.1	Effectively apply influencing and persuading skills to the dynamics and politics of personal interactions.
<b>G: LEADING PEOPLE SKILLS (BE ABLE TO)</b>	G5	<b>Enable others to achieve by developing and supporting them through coaching and mentoring</b>	G5.1	Enable others to achieve by developing and supporting them through coaching and mentoring
<b>I: DEVELOPING COLLABORATIVE RELATIONSHIPS SKILLS (BE ABLE TO)</b>	I4	<b>Contribute within a team environment</b>	I4.1	Demonstrate useful contributions to a team environment
	I5	<b>Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback</b>	I5.1	Demonstrate effective negotiation and influencing skills
			I5.2	Manage difficult conversations and give constructive feedback
<b>J: AWARENESS OF SELF AND OTHERS KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	J2	<b>How to use emotional and social intelligence, and active listening and open questioning to work effectively with others</b>	J2.1	Evaluate models of emotional intelligence and their use in the workplace
			J2.2	Evaluate the concept of social intelligence and its use in the workplace
			J2.3	Explain the importance of active listening and open questioning and demonstrate their uses in working with others
<b>L: DECISION MAKING KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	L1	<b>How to undertake research, data analysis, problem solving and decision-making techniques</b>	L1.1	Critically evaluate research methods and the types of data generated
			L1.2	Analyse complex data and draw sensible conclusions
			L1.3	Evaluate and apply problem solving techniques
			L1.4	Evaluate and apply decision making techniques
	L2	<b>The values, ethics and governance of your organisation.</b>	L2.1	Describe and evaluate the values and ethics of your organisation



			L2.2	Review the impact of the governance of your organisation in terms of the decision making process
<b>L: DECISION MAKING SELF SKILLS (BE ABLE TO)</b>	L3	<b>Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making</b>	L3.1	Demonstrate the use of evidence based tools to solve problems
			L3.2	Demonstrate the consistent use of critical analysis, synthesis and evaluation to support decision making
			L3.3	Use ethical approaches in problem solving and decision making.

## CHARTERED MANAGER DEGREE APPRENTICESHIP

### EXAMPLES OF POSSIBLE EVIDENCE SOURCES FOR THE PORTFOLIO SOUND3080 - Extended Professional Practice

APPRENTICE STANDARD HEADING	LEARNING OUTCOMES NUMBER	LEARNING OUTCOMES	ASSESSMENT CRITERIA NUMBER	ASSESSMENT CRITERIA
<b>A: OPERATIONAL STRATEGY KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	A1	How to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.	A1.1	Evaluate theories of organisational strategies and review own organisation's strategy in the context of these
			A1.2	Analyse own organisation's strategy for resource and supply chain management
			A1.3	Analyse own organisation's strategy for workforce development
			A1.4	Interpret key principles of sustainability within own organisation
			A1.5	Evaluate risk management models and review own organisation's approach to the identification and monitoring of risk
			A1.6	Evaluate quality assurance models in the context of own organisation
	A2	How to manage change in the organisation	A2.1	Critically evaluate change management models
			A2.2	Apply relevant model(s) to effectively manage substantial change in a select area of own organisation

<b>A: OPERATIONAL STRATEGY SKILLS (BE ABLE TO)</b>	A3	Support the development of organisational strategies and plans.	A3.1	Review own organisation's strategies and plans and support further development of these
	A4	Develop and deliver operational plans; set targets and key performance indicators, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.	A4.1	Develop operational plan to include realistic, measurable targets and key performance indicators
			A4.2	Demonstrate effective delivery of operational plan
			A4.3	Identify and manage appropriate resources to deliver plan
			A4.4	Accurately monitor and measure outcomes and evaluate results
	A5	Produce reports that clearly present information and data, using a range of interpretation and analytical processes.	A5.1	Construct a range of detailed management reports and analyse and interpret these
A6	Gain wide support to deliver successful outcomes.	A6.1	Deliver successful outcomes demonstrating the effective use of wide support from a range of sources	
<b>B: PROJECT MANAGEMENT KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	B1	How a project moves through planning, design, development, deployment and evaluation	B1.1	Analyse the key stages of a project and demonstrate the application of these
	B2	Risk management models and reporting, risk benefit analysis and health and safety implications.	B2.1	Evaluate risk management models and risk versus benefit
B2.2			Present methods of reporting and monitoring risk, including health and safety, and the mitigation of identified risks	
<b>B: PROJECT MANAGEMENT SKILLS (BE ABLE TO)</b>	B3	Plan, organise and manage resources in order to achieve organisational goals.	B3.1	Exhibit the effective planning, organisation and management of identified resources, demonstrating how this contributes to the achievement of project goals
	B4	Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required.	B4.1	Identify key project outcomes, developing and implementing plans to ensure that these are achieved
			B4.2	Monitor progress towards the achievement of outcomes and produce reports that clearly demonstrate this
	B5	Proactively identify risk and create plans for their mitigation	B5.1	Select and apply a risk management model to project, identifying and monitoring risks and actions to mitigate these
	B6	Initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them.	B6.1	Initiate, lead and drive change within a specific area of own organisation, identifying barriers/challenges and presenting strategies to overcome these
	B7	Use widely recognised project management tools.	B7.1	Demonstrate the successful use of project management tools
<b>C: BUSINESS FINANCE KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	C1	Financial strategies, including budgets, financial management and accounting, and how to provide financial reports.	C1.1	Evaluate the importance of strategic financial management in relation to the organisational strategy
			C1.2	Assess the key elements of financial planning and review

	C2	Approaches to procurement and contracting, and legal requirements.	C1.3	Create and analyse financial reports
			C2.1	Evaluate the use of procurement and contracting and analyse their use within the context of own organisation
			C2.2	Assess the legal requirements around procurement and contracting and how to comply with these
	C3	Commercial context in an organisational setting and how this changes over time	C3.1	Assess the commercial context that own organisation operates within
<b>C: BUSINESS FINANCE SKILLS (BE ABLE TO)</b>	C4	Manage budgets, control expenditure and produce financial reports.	C4.1	Identify how a budget can be produced taking into account financial constraints and achievement of targets, legal requirements and accounting conventions
			C4.2	Demonstrate competent management of a budget ensuring control over expenditure in accordance with targets
			C4.3	Assess financial data, its validity and produce clear financial reports that analyse data and draw conclusions
<b>D: SALES AND MARKETING KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	D1	How to create marketing and sales strategies.	D1.1	Evaluate sales and marketing theories to inform strategy
			D1.2	Assess methods for setting sales and marketing objectives
			D1.3	Explain methods for applying and monitoring the implementation of a sales and marketing plan
	D2	How to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market	D2.1	Critically evaluate types of market segmentation and apply to own organisations customer base
			D2.2	Analyse segments in relation to own organisation and propose a strategy to assist targeting
	D3	The need for innovation in product and service design.	D3.1	Explain the importance of innovation in product and design
D3.2			Analyse approaches to innovation employed by own organisation making recommendations as appropriate	
<b>D: SALES AND MARKETING SKILLS (BE ABLE TO)</b>	D4	Use customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.	D4.1	Analyse sources of information for customer insight and data
			D4.2	Demonstrate use of customer insight and data to determine and drive customer service outcomes and improve customer relationships
	D5	Use creative approaches to developing solutions to meet customer need.	D5.1	Demonstrate use of creative approaches in developing a range of solutions to meet customer needs and review the effectiveness of these.

<b>E: DIGITAL BUSINESS AND NEW TECHNOLOGIES SKILLS (BE ABLE TO)</b>	E3	Identify service/ organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others	E3.1	Demonstrate the use of qualitative and quantitative analysis of information to identify service/ organisational improvements and opportunities for innovation and growth
			E3.2	Analyse information and data to benchmark against others.
<b>F: COMMUNICATION KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	F3	Interpersonal skills awareness including effective listening, influencing techniques, negotiating and persuasion	F3.1	Analyse own interpersonal skills and take responsibility to further develop of these
<b>F: COMMUNICATION SKILLS (BE ABLE TO)</b>	F4	Communicate clearly, effectively and regularly using oral, written and digital channels and platforms	F4.1	Show effective and appropriate use of all forms of communication
	F5	Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.	F5.1	Use active listening and open questioning to structure conversations and discussions and demonstrate the use of these to challenge others when appropriate
	F6	Manage and chair meetings and clearly present actions and outcomes	F6.1	Demonstrate confident and effective chairing of meetings including preparation and follow up
	F7	Apply influencing and persuading skills, to the dynamics and politics of personal interactions.	F7.1	Effectively apply influencing and persuading skills to the dynamics and politics of personal interactions.
<b>G: LEADING PEOPLE KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	G1	Different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.	G1.1	Evaluate a range of leadership styles and models to include inclusive leadership
			G1.2	Know own leadership style and how to adapt to situations
			G1.3	Evaluate the use of coaching and mentoring approaches to supporting people and developing teams
<b>G: LEADING PEOPLE SKILLS (BE ABLE TO)</b>	G3	Articulate organisational purpose and values	G3.1	Explain purpose and values and analyse how effectively these are communicated and articulated in own organisation
	G4	Support the creation of an inclusive, high performance work culture.	G4.1	Take actions that support the creation of an inclusive work culture
			G4.2	Take actions that support the creation of an high performance work culture
	G5	Enable others to achieve by developing and supporting them through coaching and mentoring	G5.1	Enable others to achieve by developing and supporting them through coaching and mentoring
	<b>H: MANAGING PEOPLE SKILLS (BE ABLE TO)</b>	H4	Build teams, empower and motivate others to improve performance or achieve outcomes.	H4.1

	H5	Delegate to others, provide clear guidance and monitor progress	H5.1	Identify and delegate tasks to others, demonstrating the provision of clear guidance and the effective monitoring of progress to achieve positive results
	H6	Set goals and accountabilities	H6.1	Set realistic goals for others and ensure accountability.
<b>I: DEVELOPING COLLABORATIVE RELATIONSHIPS SKILLS (BE ABLE TO)</b>	I3	Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels	I3.1	Develop and maintain networks and relationships
			I3.2	Build rapport and trust, demonstrating how this takes place with all people including those from different cultures, backgrounds and levels
	I4	Contribute within a team environment	I4.1	Demonstrate useful contributions to a team environment
	I5	Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback	I5.1	Demonstrate effective negotiation and influencing skills
			I5.2	Manage difficult conversations and give constructive feedback
	I6	Work collaboratively with internal and external customers and suppliers	I6.1	Demonstrate collaborative working with internal customers
I6.2			Demonstrate collaborative working with external customers and suppliers.	
<b>J: AWARENESS OF SELF AND OTHERS KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	J1	How to be self-aware and recognise different learning styles	J1.1	Evaluate theories of learning styles and apply to self and others
	J2	How to use emotional and social intelligence, and active listening and open questioning to work effectively with others	J2.1	Evaluate models of emotional intelligence and their use in the workplace
			J2.2	Evaluate the concept of social intelligence and its use in the workplace
			J2.3	Explain the importance of active listening and open questioning and demonstrate their uses in working with others
<b>J: AWARENESS OF SELF AND OTHERS SKILLS (BE ABLE TO)</b>	J3	Reflect on own performance, identifying and acting on learning and development needs	J3.1	Analyse own performance, identifying learning and development needs
			J3.2	Devise and implement strategies to address learning and development needs
	J4	Understand impact on others	J4.1	Explain factors that influence impact on others, both positive and negative, and demonstrate a positive impact on others
	J5	Manage stress and personal well-being, being confident in knowing core values and drivers	J5.1	Determine and apply stress management techniques in the workplace to ensure personal well-being
			J5.2	Demonstrate confidence in knowledge of core values and reflect these in own performance.
	<b>K: MANAGEMENT OF SELF KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	K1	How to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes	K1.1
K1.2				Review own time management skills and create and implement strategies to improve
K1.3				Evaluate goal setting theories and models

			K1.4	Set achievable goals/ objectives for self and monitor progress towards these
<b>L: DECISION MAKING KNOWLEDGE (KNOW &amp; UNDERSTAND)</b>	L1	How to undertake research, data analysis, problem solving and decision-making techniques	L1.1	Critically evaluate research methods and the types of data generated
			L1.2	Analyse complex data and draw sensible conclusions
			L1.3	Evaluate and apply problem solving techniques
			L1.4	Evaluate and apply decision making techniques
	L2	The values, ethics and governance of your organisation.	L2.1	Describe and evaluate the values and ethics of your organisation
			L2.2	Review the impact of the governance of your organisation in terms of the decision making process
<b>L: DECISION MAKING SELF SKILLS (BE ABLE TO)</b>	L3	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making	L3.1	Demonstrate the use of evidence based tools to solve problems
			L3.2	Demonstrate the consistent use of critical analysis, synthesis and evaluation to support decision making
			L3.3	Use ethical approaches in problem solving and decision making.

## BEHAVIOURS

<b>TAKES RESPONSIBILITY</b>	M1	Drive to achieve in all aspects of work
		Demonstrates resilience and determination when managing difficult situations
		Seeks new opportunities underpinned by commercial acumen and sound judgement
<b>INCLUSIVE</b>	M2	Open, approachable, authentic, and able to build trust with others
		Seeks the views of others and values diversity internally and externally.
<b>AGILE</b>	M3	Flexible to the needs of the organisation
		Is creative, innovative and enterprising when seeking solutions to business needs
		Positive and adaptable, responding well to feedback and need for change
<b>PROFESSIONALISM</b>	M4	Open to new ways of working and new management theories.
		Sets an example, and is ethical, fair, consistent and impartial
		Operates within organisational values and adheres to the a Professional Code of Conduct and Practice

## 1.12 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](mailto:HEstudy@southdevon.ac.uk)

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

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

## 1.13 Student engagement in ongoing programme development

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

## 1.14 Student Support Hub

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

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

### HE Study Team

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

### HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

### HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid



to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

### **HE Employability**

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

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

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

## **1.15 Becoming a South Devon Graduate**

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

### **Higher-level academic skills**

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

### **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one

support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

### **Work-ready**

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

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

## **1.16 Preparation for employment and further academic study**

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

## 1.17 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 SOUND3034 SOUND3080	Written report. Essay Presentation 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 SOUND3078 SOUND3080	Written report. Essay Presentation 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 SOUND3034 SOUND3080	Infographic Presentation Live Project	Presentation at Research Showcase	Students can access study and digital skills support via the UCSD Student Support Hub
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 SOUND3034 SOUND3080 SOUND3040	Infographic Presentation Live Project	Presentation at Research Showcase	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their	PA 5	Tutorial SOUND3080	Presentation Report Reflective log Live Project		Students can access employability support via the

	future, employment, and chosen career areas.					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	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 SOUND3080	Presentation Report Reflective log		
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA 3 and 5	Tutorial SOUND3080	Presentation Report Reflective log Live Project	Group and individual tutorial 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 SOUND3080	Presentation Report Reflective log Live Project	Fellow student tutorial groups Sector networking events	
<p><b>Further information:</b></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>

## 1.18 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.

## 1.19 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	<a href="#">Regulations for both UCSD and UoP can be found here</a>	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	<a href="#">UCSD</a>	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	<a href="#">Policy for both UCSD and UoP can be found here</a>	Depending on the awarding body
Extenuating Circumstances Policy	<a href="#">UCSD</a>	

Academic Appeals	<a href="#">Regulations for both UCSD and UoP can be found here</a>	Depending on the awarding body
Assessment Policy	<a href="#">UCSD</a>	

## 2. Programme Specification

### 2.1 Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	South Devon College
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English <sup>1</sup>
<b>Mode of Study:</b>	Full Time / Part Time
<b>Final Award:</b>	BA (Hons)
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	Leadership & Management
<b>UCAS Code:</b>	A3NB
<b>JACS Code:</b>	N200
<b>Benchmarks:</b>	QAA Subject Benchmark Statement: Business and Management (February 2015) Framework for Higher Education Qualifications (FHEQ)
<b>Date of Programme Approval:</b>	20/05/2016

<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

## **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 can influence both at programme and college level through HE focused groups and meetings. The programme is delivered within a state-of-the-art building which the college has invested heavily within to provide students with dedicated HE facilities, learning support and social networking opportunities

## 2.8 Progression Route(s)

N/A

## 2.9 Admissions Criteria

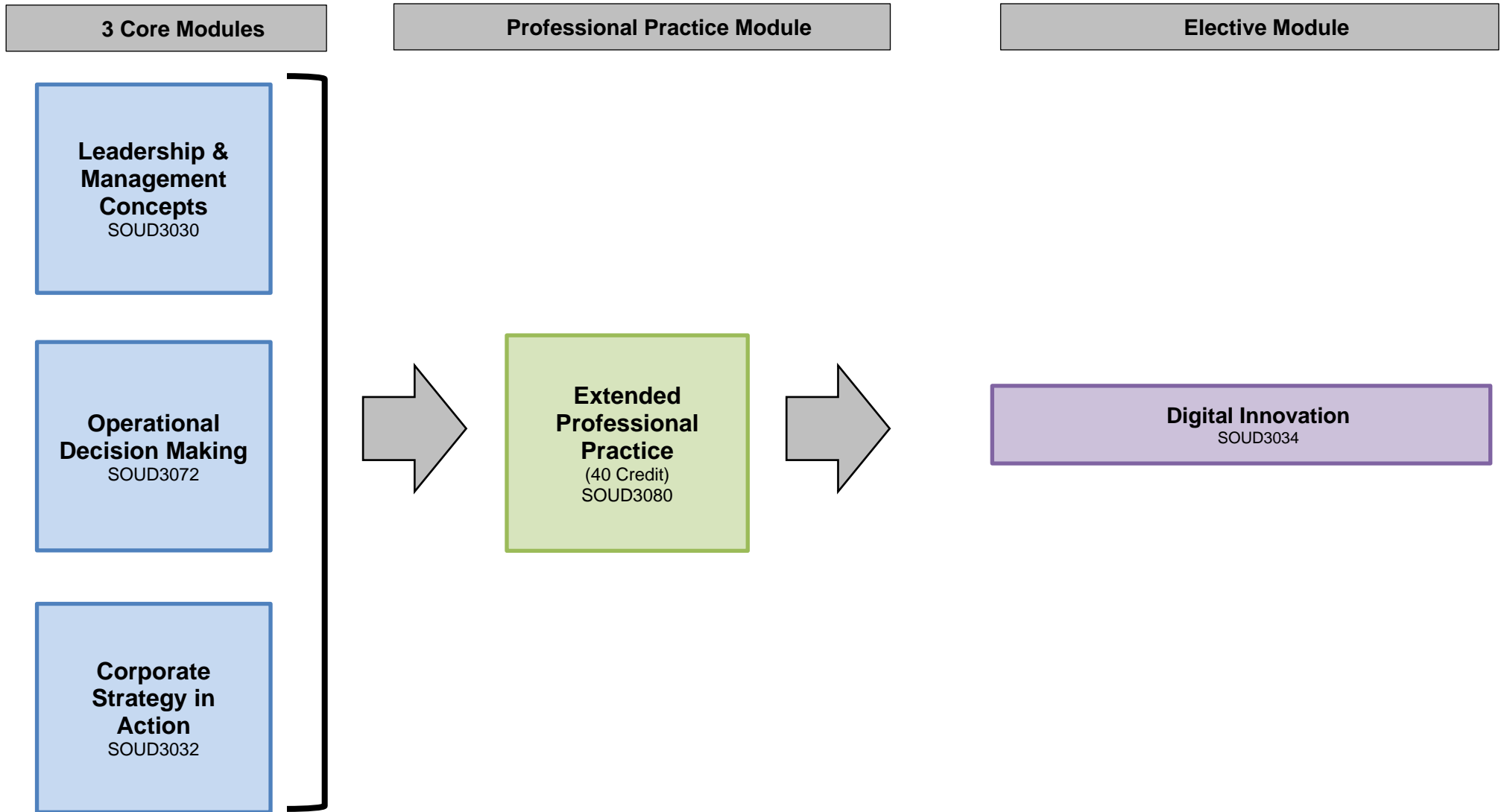
Qualification(s) Required for Entry to this Programme:	Details:
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>- <b>Key Skills requirement / Higher Level Diploma:</b></li> <li>and/or</li> <li>- <b>GCSEs at Level 4 or above:</b></li> </ul>	<p>Communication and Application of number Level 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><b>Level 3: at least one of the following:</b></p> <ul style="list-style-type: none"> <li>- <b>AS/A Levels</b></li> <li>- <b>Advanced Level Diploma:</b></li> <li>- <b>BTEC National Certificate/Diploma:</b></li> <li>- <b>VDA: AGNVQ, AVCE, AVS:</b></li> <li>- <b>Access to HE or Year 0 provision:</b></li> <li>- <b>International Baccalaureate:</b></li> </ul>	<p>48 UCAS points</p>

- <b>Irish / Scottish Highers / Advanced Highers:</b>	
<b>Work Experience:</b>	Considered on individual merit
<b>Other HE qualifications / non-standard awards or experiences:</b>	<p>Relevant Business Level 5 Qualification with 240 credits</p> <p>Students from the FDs in Tourism, Hospitality &amp; Event Management, Marketing &amp; 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>
<b>APEL / APCL<sup>2</sup> possibilities:</b>	APL and APEL will be considered as per Plymouth University Regulations
<b>Interview / Portfolio requirements:</b>	Interviews may be employed
<b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b>	No

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

## 2.10 Programme Structure

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



## 2.11 Programme Structure

Academic Year: September 2023 start

BA (Hons) Leadership and Management Level 6 – Part Time					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
<b>SOUD3030</b>	Leadership and Management Concepts	20	1	1	Core
<b>SOUD3032</b>	Corporate Strategy in Action	20	1	2	Core
<b>SOUD3034</b>	Digital Innovation	20	2	1	Optional
<b>SOUD3072</b>	Operational Decision Making	20	2	2	Core
<b>SOUD3080</b>	Extended Professional Practice	40	2	1/2	Optional

Academic Year: January 2024 start

BA (Hons) Leadership and Management Level 6 – Part Time					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
<b>SOUD3072</b>	Operational Decision Making	20	1	2	Core
<b>SOUD3030</b>	Leadership and Management Concepts	20	2	1	Core
<b>SOUD3032</b>	Corporate Strategy in Action	20	2	2	Core
<b>SOUD3080</b>	Extended Professional Practice	40	2	1/2	Optional
<b>SOUD3034</b>	Digital Innovation	20	3	1	Optional

## 2.12 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><b>Knowledge / Understanding:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7)</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"> <li>• 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.</li> <li>• Refine and use a range of practical, conceptual or technological understanding to make progress when there are many interrelating aspects.</li> <li>• Critically analyse, interpret and evaluate complex information, concepts and ideas.</li> <li>• Demonstrate an awareness of the current developments in the field of leadership and management.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b> Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	1	1, 4, 5	Written report. Essay Presentation Seminar	SOUND3030 SOUND3072 SOUND3032

<ul style="list-style-type: none"> <li>• Demonstrate a critical evaluation of a range of theories, models, frameworks and tasks within the role of management.</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>  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><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8)</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"> <li>• An ability to present, evaluate, and interpret qualitative and quantitative data</li> <li>• Develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management.</li> <li>• Recall knowledge based on the directly taught programme demonstrating understanding of subject specific theories, paradigms, concepts and principles.</li> <li>• 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</li> <li>• Demonstrate some ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives including sources from academic literature</li> <li>• 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, problem solving, and independence are evident.</li> </ul>	<p><b>Primary:</b>  Lectures, seminars, tutorials, guided research and independent study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b>  Industry visits, VLE</p>	<p>2</p>	<p>1, 2, 5, 6</p>	<p>Written report.  Essay  Infographic  Presentation  Podcast  Seminar</p>	<p>SOUD3030  SOUD3072  SOUD3032  SOUD3034  SOUD3080</p>

<ul style="list-style-type: none"> <li>• Be able to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate).</li> </ul>					
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  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><b>Key Transferable Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</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"> <li>• Solve basic numerical problems using the appropriate techniques.</li> <li>• Address problems when provided with limited information involving many interrelating factors.</li> <li>• Determine, refine, adapt and use appropriate methods and skills within the appropriate environment.</li> <li>• Communicate to a variety of audiences in written, graphical and verbal forms.</li> <li>• Make contributions to group discussions and teamwork activities.</li> <li>• Listen and respond to others.</li> <li>• Use the internet for communication and information retrieval.</li> <li>• Recognise and respect the views of others reflect on team performance.</li> <li>• Evaluate actions, methods and results and their implications</li> </ul>	<p><b>Primary:</b>  Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b>  Industry visits, VLE</p>	<p>3, 4</p>	<p>3, 4, 6, 7</p>	<p>Written report.  Essay  Infographic  Presentation  Seminar  Portfolio</p>	<p>SOUND3030  SOUND3072  SOUND3080</p>
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  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).</p>					



<p><b>Employment Related Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</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"> <li>• Recognise the existence of moral and ethical issues associated with industry</li> <li>• Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development.</li> <li>• Identify targets for personal, career and academic development</li> <li>• Accept some responsibility for their own learning, developing skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills).</li> <li>• Recognise personal strengths and weaknesses.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b> Industry visits, VLE</p>	4	2, 3, 6, 7	<p>Written report. Essay Infographic Presentation Podcast Video-cast Seminar Portfolio</p>	<p>SOUD3030 SOUD3072 SOUD3034 SOUD3080</p>
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The programme is intended 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 SOUD3078 and SOUD3080 which will allow them to develop employability skills in context.</p>					
<p><b>Practical Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.8)</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"> <li>• Plan, conduct and present an independent investigation with significant guidance</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p>	5	2, 6, 7	<p>Infographic Presentation Podcast Video-cast Live Project</p>	<p>SOUD3072 SOUD3078 SOUD3034 SOUD3080</p>

- 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

Secondary/Supplementary:  
Industry qualifications,  
accredited and unaccredited  
CPD activities, VLE

**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 will include practical activities, seminars, tutorials and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements).

## 2.13 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	SOUND3080
Industry Visits	Identify suitable locations and organise off-site activities	1, 3, 5	1, 6, 7	Essay Report Seminar Portfolio Infographic Presentation Podcast	SOUND3030 SOUND3072
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	SOUND3030 SOUND3072 SOUND3032 SOUND3034
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	SOUND3032 SOUND3080
Research	Research is on-going throughout the programme using a range of methods and resources. Support	2, 3, 4	1, 4, 5, 7	Essay Report Seminar Portfolio Infographic	SOUND3030 SOUND3072 SOUND3032 SOUND3034 SOUND3080

	students to construct hypotheses and resource projects			Presentation Podcast Video-cast	
<p><a href="#">An explanation of this map:</a></p> <p>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 &amp; 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.</p>					

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

<b>MODULE CODE:</b>	<b>SOUD3030</b>	<b>MODULE TITLE:</b>	<b>Leadership &amp; Management Concepts</b>
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100	
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> 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.			
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>			
COURSEWORK			
<b>C1</b> (Coursework)	100%		
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Leadership & Management			
<b>Professional body minimum pass mark requirement:</b> NA			
<b>MODULE AIMS:</b>			
<ul style="list-style-type: none"> <li>• Develop students' knowledge and understanding about the theories and practices of leadership and management and the differences between the two.</li> <li>• 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.</li> <li>• 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.</li> </ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i>			
At the end of the module the learner will be expected to be able to:			
<ol style="list-style-type: none"> <li>1. Devise and sustain arguments regarding the theories and practices of leadership and management.</li> <li>2. Evaluate the multi-dimensional (social, political, cultural, structural, and psychological) role of leadership.</li> <li>3. Analyse a range of leadership and management techniques.</li> <li>4. Critically evaluate the different forms of communication and how to apply them.</li> <li>5. Evaluate and discuss a range of interpersonal skills</li> </ol>			
<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	Semester 1
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

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

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None
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### SUMMARY of MODULE CONTENT

Leadership versus Management  
 Leadership Traits & Theories.  
 Roles & Behaviours  
 Leadership Styles  
 Strategic Leadership and Management  
 Power and Influence  
 Communication  
 - written, verbal non-verbal, digital

### 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
<b>Total</b>	<b>200</b>	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
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%	

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 28/04/2023	<b>Approved by:</b> Chantelle Mashiter	<b>Date:</b> 02/05/2023
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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.*

<b>MODULE CODE:</b>	<b>SOUD3032</b>	<b>MODULE TITLE:</b>	<b>Corporate Strategy in Action</b>
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> 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]*

<b>COURSEWORK</b>	
<b>C1 (Coursework)</b>	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.

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

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



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

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> David Stephens	<b>OTHER MODULE STAFF:</b> 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]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
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
<b>Total</b>	<u>200</u>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
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%	

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 28/04/2023	<b>Approved by:</b> Chantelle Mashiter	<b>Date:</b> 02/05/2023
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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.*

<b>MODULE CODE:</b>	<b>SOUND3034</b>	<b>MODULE TITLE:</b>	<b>Digital Innovation</b>
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> 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	
<b>C1 (Coursework)</b>	60%	<b>P1 (Practical)</b>	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

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

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

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

<b>ACADEMIC YEAR:</b> 2023-2024	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Lynne Andrews	<b>OTHER MODULE STAFF:</b> 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]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
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
<b>Total</b>	<u>200</u>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
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)

<b>Updated by:</b> Lynne Andrews	<b>Date:</b> 28/04/2023	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 02/05/2023
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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.*

<b>MODULE CODE:</b> SOUD3072		<b>MODULE TITLE:</b> Operational Decision Making	
<b>CREDITS:</b> 20		<b>FHEQ LEVEL:</b> 6	<b>HECOS CODE:</b> Business and Management 100078
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
<b>SHORT MODULE DESCRIPTOR:</b> <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.			
<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i> – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>SUBJECT ASSESSMENT PANEL to which module should be linked:</b> BA (Hons) Leadership and Management			
<b>Professional body minimum pass mark requirement:</b> N/A			
<b>MODULE AIMS:</b> The aim of this module is for students to be able <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			

**ASSESSED LEARNING OUTCOMES:**

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

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

**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.

<b>ACADEMIC YEAR:</b> 2023-2024		<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner		<b>OTHER MODULE STAFF:</b>
<b>Summary of Module Content</b> 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		
<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled Activities/ Formative Tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	<b>Report (LO: 1, 2 &amp; 3)</b> 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	<b>Group Presentation (LO: 4 &amp; 5)</b> 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	<b>Structured Essay (LO: 1, 2 &amp; 3)</b> 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	<b>Group Presentation (LO: 4 &amp; 5)</b> Presentation 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: 28/04/2023

**Approved by:** Chantelle Mashiter  
 Date: 02/05/2023

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** 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.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>	
<b>C1</b> (Coursework)	100%

**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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<b>DATE OF APPROVAL:</b> XX/XX/XXXX	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2021	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

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

**ACADEMIC YEAR:** 2023-2024

**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.

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

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	<b>Project Introduction</b> An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	<b>Project Review</b> A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	<b>Reflection</b> 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	<b>Project Introduction</b> An introduction to the agreed project-based situation and appropriate concepts considered. (LO1)	20%
	<b>Project Review</b> A review of evidence from the project, containing contextualised employability related leadership & management knowledge. (LO2, 3, 4)	60%
	<b>Reflection</b> 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: 28/04/2023

**Approved by:** Chantelle Mashiter  
 Date: 02/05/2023