



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2018-2019

FdA Business and Management

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1. Welcome and Introduction to FdA Business and Management.

Welcome to the Foundation Degree in Business and Management delivered by University Centre South Devon. The FdA Business and Management programme provides a challenging yet rewarding curriculum which addresses major concepts, values, principles and rules within the business, leadership and management environment. Staff qualified in a range of subject areas (Law, Business, Finance), collaborate with colleagues and the business sector to represent the diverse range of issues to ensure the programme consistently meets local and national sector requirements. This collaboration ensures thorough embedding of work based learning into the programme and supports the application of theory into practice through a variety of work related elements.

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

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

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - available at:

<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

1.1. Programme Management

Andrew Faulkner: Programme Coordinator Business / Programme Manager for BA (Hons) Leadership & Management / Module Leader

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

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

- FdA Yr1 & Yr2 Personal Tutor for 18/19: **Andrew Faulkner**

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

1.3. Module Leaders

Nicola Dommett

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

David Chambers-White

With an extensive background in law, focusing on: criminal; family and child welfare David has been teaching law for over 25 years in both further and higher education. He has taught law at many different levels and is now teaching and coordinating level 3 Law, the Foundation Degree in Law and CILEx programmes at the College. David has previously won College awards for 'inspirational teaching' and 'outstanding student support' and is regularly nominated for the same and has also won the Plymouth University SSTAR Award for 'Most Dedicated Dissertation/Project Supervisor (Faculty Winner)'. David is also a qualified integrative psychotherapist and is passionate about teaching and learning and about inspiring, supporting and helping to develop the next generation of legal professionals.

Martin Pike

With an extensive background in education, focusing on: Economics, Accounting and Management Studies; Martin has been teaching at many different levels for over 35 years in both further and higher education and he also has experience of teaching in schools. He has been successfully nominated for various College awards in relation to his teaching and team working. Martin has also been an integral part of the Accounting team which has won a number of awards including the Association of Accounting Technicians Large Provider of the Year together with the 'AAT Champion award' which is for the training provider who can demonstrate excellence in all areas of delivering AAT qualifications

Karolina Nowakowska

Simon Truscott

David Stephens

Anne Palmer

1.4. Course Contact List

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

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

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

Module Leader	Module	Contact
Andrew Faulkner	<ul style="list-style-type: none">• Organisational Behaviour• People & Performance Management• Economics for Business• Corporate Social Responsibility	andrewfaulkner@southdevon.ac.uk
Nicola Dommett	<ul style="list-style-type: none">• Financial Reporting & Accountability• International	nicoladommett@southdevon.ac.uk

	<ul style="list-style-type: none"> Trade & finance Operations & Logistics Management 	
Karolina Nowakowska	<ul style="list-style-type: none"> Marketing Intelligence & Strategy Digital Business 	karolinanowakowska@southdevon.ac.uk
David Chambers-White	<ul style="list-style-type: none"> Principles of Business Law 	dwhite@southdevon.ac.uk
Anne Palmer	<ul style="list-style-type: none"> Work Based Learning 	annepalmer@southdevon.ac.uk
David Stephens	<ul style="list-style-type: none"> Researching Corporate Strategy 	David.stephens@southdevon.ac.uk

2. Programme Specification

PS1. Programme Details

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

PS2. Brief Description of the Programme

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

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

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee
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FdA Business and Management will also give the opportunity to achieve additional vocational and academic qualifications following the successful completion of modules: SOUD1410 Organisational Behaviour; SOUD2359 People and Performance Management and SOUD2361 Corporate Social Responsibility could, for example, lead to a CMI Level 5 Certificate in Management and Leadership

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

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

PS4. Exceptions to Plymouth University Regulations

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

None

PS5. Programme Aims

The programme will deliver:

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

PS6. Programme Intended Learning Outcomes (ILO)

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

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

PS7. Distinctive Features

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

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

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 10

Target student numbers per stage = 15
 Maximum student numbers per stage = 30

PS9. Progression Route(s)

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

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years. Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

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

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

Alternatively, students who successfully complete the FdA Business and Management programme will be able to progress to **BA (Hons) Leadership & Management at South Devon College**

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

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs at Level 4 or above:	Communication and Application of Number at level 2 5 GCSEs including English and Maths
Level 3: at least one of the following:	

<ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers: 	<p>48 UCAS points from a completed programme of level 3 (A level) qualifications</p> <p>Minimum MMP</p> <p>26 points</p> <p>48 points minimum</p>
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non standard entry qualifications will be considered on the basis of relevant work experience and attainment of transferable skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment
APEL / APCL² possibilities:	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed in accordance with University of Plymouth Regulations
Interview / Portfolio requirements:	Interviews may be employed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

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

Subject External Examiner(s): All modules are covered by the programmes' external examiner with the exception of SOUD1407 Marketing Intelligence and Strategy, which is delivered jointly with FdA Digital Marketing

Additional stakeholders specific to this programme: students; graduates; local employers; industry expert speakers; PU

PS12. Programme Structure³

For programmes containing more than one FHEQ level of study: copy and paste the table below as required (hover the mouse over the table then left-click on the box in the top left corner to highlight the table → right-click → copy → select a line at least one further than the bottom of this table → right-click and select 'paste – keep formatting')

For users employing pre-2010 versions of MS Word the text entry box guidance will not be visible. Please see footnotes for guidance.

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

FHEQ level: 4 For: FdA Business Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	AY	Core	20	SOUND1405 Financial Reporting and Accountability
1	AY	Core	20	SOUND1406 Work Based Learning
1	Semester 2	Core	20	SOUND1407 Marketing Intelligence and Strategy
1	Semester 1	Core	20	SOUND1408 Economics for Business
1	Semester 2	Core	20	SOUND1409 Digital Business
1	Semester 1	Core	20	SOUND1410 Organisational Behaviour

³ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

FHEQ level: 5 For: FdA Business Full time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
2	AY	Core	20	SOUND2357 Operations and Logistics Management
2	Semester 1	Core	20	SOUND2358 Principles of Business Law
2	AY	Core	20	SOUND2359 People and Performance Management
2	Semester 2	Core	20	SOUND2360 International Trade and Finance
2	AY	Core	20	SOUND2361 Corporate Social Responsibility
2	AY	Core	20	SOUND2362 Researching Corporate Strategy

FHEQ level: 4 For: FdA Business Part time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	AY	Core	20	SOUND1405 Financial Reporting and Accountability
1	Semester 1	Core	20	SOUND1410 Organisational Behaviour
1	Semester 2	Core	20	SOUND1407 Marketing Intelligence and Strategy
1	Semester 1	Core	20	SOUND1408 Economics for Business
2	Semester 2	Core	20	SOUND1409

				Digital Business
2	AY	Core	20	SOUND1406 Work Based Learning

FHEQ level: 5 For: FdA Business Part time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
2	AY	Core	20	SOUND2362 Researching Corporate Strategy
2	Semester 1	Core	20	SOUND2360 International Trade and Finance
3	AY	Core	20	SOUND2358 Principles of Business Law
3	Semester 2	Core	20	SOUND2357 Operations and Logistics Management
3	AY	Core	20	SOUND2359 People and Performance Management
3	AY	Core	20	SOUND2361 Corporate Social Responsibility

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁴

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A knowledge of the underlying concepts and principles and an ability to evaluate and interpret these within the context of business and management. In particular:</p>	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE</p>	1	1 & 6	Written report, structured essay, case study, group presentations, podcast	SOUD1405 SOUD1407 SOUD1408 SOUD1409 SOUD1410

⁴ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<ul style="list-style-type: none"> • Identify and explain the economic principles underlying business behaviour. • Identify the key internal functions and relationships within business organisations. • Demonstrate an understanding of factors, including legal, ethical and social, affecting business organisations on a local, national and global level • Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people. • Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability • Identify management accounting information required for decision making. • Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK 					
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and guest speaker presentations</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business</p>					

<p>Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management. In particular to:</p> <ul style="list-style-type: none"> • Critically analyse literature on business. • Research , synthesise and evaluate primary and secondary data • Apply business principles and theory to a variety of situations. • Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions • Demonstrate commercial acumen, innovation and creativity 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Related Learning</p>	2	2	Written report, structured essay, presentations, Audit, Podcast	SOUD1407 SOUD1408 SOUD1409 SOUD1410
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business and management from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of Cognitive and intellectual skills will be facilitated in lectures, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p>Key Transferable Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the</p>	<p>Primary:</p>	3	3	Audit, Group	

<p>students will be able to demonstrate for a threshold pass: An ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> • Interact effectively within a team / learning group. • show emotional intelligence and empathy • Self manage learning using a range of resources from associated discipline areas. • Communicate effectively in a manner appropriate to the business environment. • Investigate theoretically informed explanations. • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies. 	<p>Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Based and Related Learning</p>			<p>Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407 SOUD1409</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure (specifically SOUD1406 Work Based Learning). For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware.</p>					
<p>Employment Related Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8, 3.9) National Occupational Standards for Business</p>					

<p>Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to develop qualities and transferable skills relevant for business and management, including the ability to:</p> <ul style="list-style-type: none"> • Identify, research and apply business theory. • Explain business theory clearly orally and in writing. • Solve business related problems. • Understand and apply sector's and employer's professional standards, including commitments to impartiality and confidentiality. • Demonstrate understanding of organisational behaviour with reference to the business sector. • Analyse information and demonstrate a critical as well as accurate understanding. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work based and related learning</p>	4	4	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUND1406 SOUND1407</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The programme is intended to embed a variety of employment related skills. Within the context of business and management these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. Modules SOUND1406 Work Based Learning; SOUND1407 Marketing and Intelligence Strategy require the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.</p>					
<p>Practical Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.9) National Occupational Standards for Business Management 2010</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to:</p> <ul style="list-style-type: none"> • Demonstrate a range of academic skills. • Practice in an ethically competent way.. • Reflect on theory and practice in a structured and coherent way. • Perform a range of practical competencies to professional standards. • Demonstrate competence in a range of IT applications <ul style="list-style-type: none"> • Work with diverse groups and individuals 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Based and Related learning</p>	5	5	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUND1406 SOUND1407</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7) National Occupational Standards for Business Management 2010</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A knowledge of the underlying concepts and principles and an ability to evaluate and interpret these within the context of business and management. In particular:</p> <ul style="list-style-type: none"> • Identify and explain the economic principles underlying business behaviour. • Identify the key internal functions and relationships within business organisations. • Demonstrate an understanding of factors, including legal, ethical and social, affecting business organisations on a local, national and global level • Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people. • Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability • Identify management accounting information required for decision making. • Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE</p>	<p>1</p>	<p>1 & 6</p>	<p>Educational leaflet, structured essay, presentations, academic article, group report</p>	<p>SOUND2357 SOUND2358 SOUND2359 SOUND2360 SOUND2361 SOUND2362</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and guest speaker presentations</p>					

<p>Cognitive and Intellectual Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management. In particular to:</p> <ul style="list-style-type: none"> • Critically analyse literature on business. • Research , synthesise and evaluate primary and secondary data • Apply business principles and theory to a variety of situations. • Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions • Demonstrate commercial acumen, innovation and creativity 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Related Learning</p>	2	2	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2357 SOUD2359 SOUD2360 SOUD2361 SOUD2362
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business and management from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of Cognitive and intellectual skills will be facilitated in lectures, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p>Key Transferable Skills:</p> <p>For this programme the following has been</p>					

<p>guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> • Interact effectively within a team / learning group. • show emotional intelligence and empathy • Self manage learning using a range of resources from associated discipline areas. • Communicate effectively in a manner appropriate to the business environment. • Investigate theoretically informed explanations. • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work Related Learning</p>	3	3	Educational leaflet, structured essay, presentations, academic article, group report	SOUD2357 SOUD2358 SOUD2359 SOUD2360 SOUD2361 SOUD2362
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware.</p>					
<p>Employment Related Skills:</p>					

<p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8, 3.9) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to develop qualities and transferable skills relevant for business and management, including the ability to:</p> <ul style="list-style-type: none"> • Identify, research and apply business theory. • Explain business theory clearly orally and in writing. • Solve business related problems. • Understand and apply sector's and employer's professional standards, including commitments to impartiality and confidentiality. • Demonstrate understanding of organisational behaviour with reference to the business sector. • Analyse information and demonstrate a critical as well as accurate understanding. 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Work related learning</p>	4	4	Research proposal, group report and presentation	SOUND2362.
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The programme is intended to embed a variety of employment related skills. Within the context of business and management these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. For example, module SOUND2362 Exploring Corporate Strategy requires the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.</p>					
Practical Skills:					

<p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.9) National Occupational Standards for Business Management 2010</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to:</p> <ul style="list-style-type: none"> • Demonstrate a range of academic skills. • Practice in an ethically competent way.. • Reflect on theory and practice in a structured and coherent way. • Perform a range of practical competencies to professional standards. • Demonstrate competence in a range of IT applications • Work with diverse groups and individuals 	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations Secondary/Supplementary: VLE Related learning</p>	5	5	Research proposal, group report and presentation	SOUND2362.
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</p>					

PS14. Work Based/Related Learning⁵

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Agreed work placement	Identify suitable locations and organise off-site activities	4	3 - 5	Portfolio Reflective log	SOUND1406
Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Written report, structured essay, presentations, Audit, Podcast	SOUND1407 SOUND1408 SOUND1409 SOUND1410
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	5	3 - 5	Portfolio Reflective log Written report, structured essay, presentations, Audit, Podcast	SOUND1406 SOUND1407 SOUND1408 SOUND1409 SOUND1410
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	3 - 5	Marketing audit Group report and presentation	SOUND1407

An explanation of this map:

WBL and WRL are very significant to this programme and are embedded throughout. In SOUND1406 and SOUND1407 students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national and international business and management issues to ensure they have a real-world emphasis and prepare students for employment.

⁵ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Educational leaflet, structured essay, presentations, academic article, group report	SOUND2357 SOUND2358 SOUND2359 SOUND2360 SOUND2361 SOUND2362
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	5	3 - 5	Educational leaflet, structured essay, presentations, academic article, group report	SOUND2357 SOUND2358 SOUND2359 SOUND2360 SOUND2361 SOUND2362
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	3 - 5	Research proposal, group report and presentation	SOUND2362
<p>An explanation of this map: WBL and WRL are very significant to this programme and are embedded throughout. In SOUND2362 students will work very closely with local employers to develop the skills necessary to succeed in a business management environment . Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national and international business and management issues to ensure they have a real-world emphasis and prepare students for employment</p>					

3. Module Records

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

MODULE CODE:	SOUD1405	MODULE TITLE:	Financial Reporting and Accountability
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N300
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module introduces students to key aspects of financial accounting in order to be able to produce and analyse financial information for ethical and sustainable decision making purposes.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Nicola Dommett	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Explain the nature and roles of accounting and finance

- Identify the main users of financial information and discuss their needs
- Prepare a simple statement of financial position and income statement and interpret the information it contains
- Discuss the crucial importance of cash to a business and explain the nature of the statement of cash flows and discuss how it can be helpful in identifying cash flow problems
- Identify the major categories of ratios that can be used for analysis purposes
- Deduce breakeven point for some activity and discuss its usefulness
- Identify the three main investment appraisal techniques

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Assignment 1 – Academic Essay	50%	LO1, LO2, LO3
		Assignment 2 – Structured Case Study	50%	LO4, LO5
			Total = 100%	

Updated by: Nicola Dommett	Date: 20/05/2018	Approved by: Andrew Faulkner	Date: 20/05/2018
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Recommended Texts and Sources:

Attrill, P and McLaney, E (2015) *Accounting and Finance for Non-Specialists* 9th edition Pearson
 Websites of Accountancy Journals
<https://uk.sagepub.com/en-gb/eur/journal-of-accounting-auditing-finance/journal202051>
<http://accountancystudents.co.uk/>
<http://www.accounting-basics-for-students.com/>

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

MODULE CODE:	SOUND1406	MODULE TITLE:	Work Based Learning
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module enables students to experience real working environments and understand practical business issues. This experience will enable students, amongst other things, to contextualise theory in to practice; to further develop key transferable and employability skills and to reflect on own practice.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 This module aims to:

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

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Anne Palmer	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

This module will cover the following:

The Work Based Learning Handbook

Work based learning preparation.

The work based learning itself during which students will be given a portfolio and reflective log to complete

Each student will have at least 1 x 30 minute personalised tutorial per academic month which will be used to discuss, support and develop the skills and evidence required for and during the WBL

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

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

Updated by: Anne Palmer	Date: 20/05/2018	Approved by: Andrew Faulkner	Date: 20/05/2018
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Recommended Texts and Sources:

Helyer, R. (2015) The Work-Based Learning Student Handbook, 2nd edition. Palgrave: London

Moon, J. A. (2000) Reflection in Learning and Professional Development: Theory and Practice, Routledge, New Ed edition

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

MODULE CODE:	SOUD1407	MODULE TITLE:	Marketing Intelligence and Strategy
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces students to the basic principles of marketing and their application in a real live business context. It is intended to give a broad understanding of marketing considerations in managing and operating business organisation and the development of new strategies.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]		
COURSEWORK		Practical
C1 (Coursework)	40%	60%

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

Professional body minimum pass mark requirement: NA

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Karolina Nowakowska	OTHER MODULE STAFF: Stephen Foster
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SUMMARY of MODULE CONTENT

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	60	2 hours per week for 30 weeks
Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)
Guided independent study	133	Directed weekly reading, Moodle based tasks, and assessment development/revision
Total	200	

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

Updated by: Karolina Nowakowska	Date: 20/05/2018	Approved by: Andrew Faulkner	Date: 20/05/2018
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Recommended Texts and Sources:

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

Journals:

European Journal of Marketing

Journal of Marketing Research

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

MODULE CODE:	SOUND1408	MODULE TITLE:	Economics For Business
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CREDITS:20	FHEQ Level: 4	JACS CODE: N110
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

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

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

- Analyse the major features and compare different market structures of an economic system
- Discuss differing views of the role of the state and their implications
- Evaluate the impact of government policies on organisations
- Illustrate the relationship between market forces and organisational responses
- Evaluate the impact of key EU policies and changes in the global economy on UK based organisations

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: Simon Foster
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SUMMARY of MODULE CONTENT

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/Seminars/Formative tutorials/student directed sessions	60	2 hours per week for 30 weeks
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)
Guided independent study	133	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Essay	60%	LO1,2 and 4 An essay analysing the interaction of market forces and government provision of goods and services
		Business Report	40%	LO 3 and 5 A report analysing the workings of the macro economy and the use of UK government and EU policies to manage it
			Total = 100%	

Updated by: Martin Pike	Date: 20/05/2018	Approved by: Rachael Johnstone	Date: 20/05/2018
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Recommended Texts and Sources:

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

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

MODULE CODE:	SOUND1409	MODULE TITLE:	Digital Business
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CREDITS: 20	FHEQ Level: 4	JACS CODE: I161
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces students to the scope of the digital environment within organisations, exploring internet technologies and how organisations have made use of social media to gain competitive advantage.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- To develop an understanding of how organisations have embraced new digital technologies to create competitive advantage.
 - It will provide an overview of a range of e-business models and explore how social media has become a key element in the 21st century.
 - To examine key aspects of website design and how the internet works.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Identify and discuss how competitive advantage is gained from the Digital World.
 2. Discuss the role of digital technology including the use of social media as a business enabler.
 3. Discuss the key concepts of a digital organisation, including e-business models.
 4. Identify and describe features of good website design and how the internet works
 5. Identify and describe the effective use of Information & Customer Relationship Management within an organisation.
 6. Demonstrate and evidence a variety of transferable skills including: communication skills; showing initiative; working independently; working with others and self-management

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Karolina Nowakowska	OTHER MODULE STAFF: Stephen Foster
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SUMMARY of MODULE CONTENT

How the internet works.
 How organisations implement e-business, inc. early adopters and late movers.
 E-business models.
 Website design and security.
 Identify and discuss how competitive advantage is gained from the digital world, inc. advertising.
 The use of social media as a business enabler.
 Laws affecting digital businesses.
 Information & Customer Relationship Management systems within organisations.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	60%	A report analysing the use of e-business within an organisation. (LO 3, 4 & 5)
		Academic Article	40%	An article which discusses how competitive advantage can be gained through the use of digital technology and social media. (LO 1 & 2)
			Total = 100%	

Updated by: Andrew Faulkner	Date: 20/05/2018	Approved by: Rachael Johnstone	Date: 20/05/2018
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Recommended Texts and Sources:

Chaffey, D. (2014) *Digital Business & E-Commerce Management*, 6th Edition. Pearson: London
 Chaffey, D. & Ellis-Chadwick F. (2015) *Digital Marketing. Strategy, Implementation and Practice*, 6th edition. London: Pearson.

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

MODULE CODE:	SOUD1410	MODULE TITLE:	Organisational Behaviour
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N215
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module considers how organisation behaviour and attitude can influence the behaviour of individuals and groups at work. The module will use a range of theories and leadership approaches to analyse and explain human behaviour at work including an understanding of cultural issues within organisations.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: Anne Palmer
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<p>SUMMARY of MODULE CONTENT</p> <p>Organisational Structure The nature of leadership Identity, personality and perception Groups and teams at work Organisational culture, power and politics Change management Learning and development Motivation and perception Communication</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures / seminars / Formative tutorials / Student directed sessions	60	4 hours per week for 15 weeks
Guided independent study	140	Research, directed weekly reading, Moodle based tasks, and assessment development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Structured Essay	40%	A structured essay exploring the range of organisational structures and workplace leadership styles (LO 1 & 2)
		Report	60%	A case study based report discussing individual motivation, workplace cultures and the impact they have on managing change within the workplace.(LO 3, 4 & 5)
			Total = 100%	

Updated by: Andrew Faulkner	Date: 20/05/2018	Approved by: Rachael Johnstone	Date: 20/05/2018
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<p>Recommended Texts and Sources:</p> <p>Mullins L (2013). <i>Management and Organisational Behaviour</i>, 10th edition. London: FT Publishing International</p> <p>Buchanan, D. & Huczynski, A. (2013). <i>Organizational Behaviour</i>, 8th edition. London: Pearson</p>

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

MODULE CODE:	SOUND2357	MODULE TITLE:	Operations and Logistics Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N215
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Operations Management is concerned with creating the products and services upon which all organisations depend. Operations Management is at the core of all businesses including manufacturing, retail and the service sector. The study of Operations Management is concerned with the way in which these operations are designed, planned, organised and controlled.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	% 100%

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

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- To equip students with knowledge of the responsibilities of Operations Managers, in the areas of effective planning and decision making
 - To promote in the student a positive attitude towards improving productivity and cost effectiveness.

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

1. Critically discuss operational systems in relation to the external and internal environment
2. Consider the design and process of products from conception to introduction
3. Investigate the methods of production, layout of facilities, handling of materials, JIT etc
4. Critically evaluate the move towards total quality management and the methods involved
5. Critically analyse aspects of planning and controlling the delivery of services and products

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19		NATIONAL COST CENTRE: 133		
MODULE LEADER: Nicola Dommett		OTHER MODULE STAFF: None		
SUMMARY of MODULE CONTENT				
Review of operational systems and the interrelationship of external and internal environments and the pressures these bring about				
Product design and process and the evolutionary process from concept to introduction				
The role of the Operations Manager in the control of manufacturing processes, scheduling, layout of facilities, materials handling, planning and decision making. Capacity planning and balancing supply and demand				
TQM and quality management				
General introduction to Work Study techniques, objectives and scope:-				
Planning and controlling operations				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities	Hours	Comments/Additional Information		
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	45	3 hours per week for 15 weeks		
Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)		
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development/revision		
Total	200			
Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Presentation	50%	A <u>coursework</u> based presentation following the investigation of a business (LO1,2,3)
		Essay	50%	
			Total = 100%	Academic essay on supply chain management (LO4,5)
Updated by: Nicola Dommett		Date: 20/05/2018	Approved by: Andrew Faulkner	Date: 20/05/2018
Recommended Texts and Sources:				
<u>Books</u>				
Slack, Chambers and Johnson <i>Operations Management</i> 7th Edition Pearson				
<u>Journals and Website</u>				
Institute of Operations Management				
Open University – Understanding Operations Management				

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

MODULE CODE:	SOUND2358	MODULE TITLE:	Principles of Business Law
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CREDITS: 20	FHEQ Level: 5	JACS CODE: M221
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module develops understanding in areas of law related to the business environment which have an impact on operations and practice. Key aspects of the English Legal System are covered, including the court structure and sources of law. There is also an emphasis on contract law, negligence, employment and business structures and formation

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

COURSEWORK	
C1 (Coursework)	% 100%

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

Professional body minimum pass mark requirement: NA

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19	NATIONAL COST CENTRE: 133
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MODULE LEADER: David Chambers-White	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

This module will cover the following:

Court structure

Sources of law

Lay and legal personnel

Principles of negligence: criteria; damages; obligations

Overview of contract law: formalities and terms and remedies for breach

Aspects of employment law: contract; terms; obligations; dismissal; breach

Business organisations: different formats; corporate personality and formation; responsibilities ; characteristics

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars/Formative tutorials/Student directed sessions	45	1.5 hours per week for 30 weeks
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development
Total	200	

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

Updated by: David Chambers-White	Date: 20/05/2018	Approved by: Andrew Faulkner	Date: 20/05/2018
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Recommended Texts and Sources:

Elliott C & Quinn F ,(2015), *English Legal System*, 16th edition, London, Longmans

Hammer R, Hendy J & Kelly D, (2014), *Business Law*, 2nd edition, London, Routledge

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

MODULE CODE:	SOUND2359	MODULE TITLE:	People and Performance Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N251
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module provides an introduction to the concepts and practices associated to people and performance management. Encouraging performance improvement is integral in establishing quality and maintaining an engaged workforce who take responsibility for their environment and practices.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100 %

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

MODULE AIMS:
 The aim of this module is for students to be able to:

- Identify the need to create an effective environment
- Explain the links between individual, team and organisational objectives and their effective establishment
- Evaluate employee performance against objectives
- Analyse feedback methods and their effectiveness
- Describe the causes of conflict and strategies to minimise them
- Explain recording systems for performance management
- Define performance management and performance improvement cycles
- Discuss indicators of poor performance and methods to support improvements
- Define discipline and grievance procedures and the management role in addressing related issues
- Summarise key legislation to support discipline and grievance

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

1. Critically evaluate performance objectives for employees and their links to organisational requirement
2. Critically assess performance achievements against objectives
3. Provide effective feedback, advice and support to improve performance
4. Explain the role discipline and grievance has within an organisation

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19		NATIONAL COST CENTRE: 133		
MODULE LEADER: Andrew Faulkner		OTHER MODULE STAFF: None		
SUMMARY of MODULE CONTENT				
<ul style="list-style-type: none"> • Organisational mission, values and objectives • Performance management • Learning and development • Motivation and Rewarding people • Employment relationships • Discipline and Grievance 				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities	Hours	Comments/Additional Information		
Scheduled Lecturers/seminars/Formative tutorials/Student directed sessions	45	3 hours per week for 15 weeks		
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)		
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment, development/revision		
Total	200			
Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Structured essay 1	50%	A structured essay exploring performance management and employee engagement towards achievement of organisational objectives (LO 1 & 2)
		Structured essay 2	50% Total = 100%	Structured essay evaluating feedback methods and the role of discipline and grievance and its contribution to organisational performance (LO 3 & 4)
Updated by: Andrew Faulkner		Date: 20/05/2018	Approved by: Rachael Johnstone	
			Date: 20/05/2018	
Recommended Texts and Sources:				
Armstrong, M. (2014) <i>Armstrong's Handbook of Human Resource Management Practice</i> , 13 th edn. Kogan Page: London				
Torrington, A., Hall, L., Taylor, S. & Atkinson, C. (2014) <i>Human Resource Management</i> , 9 th edn. Pearson: London				
Chartered Institute of Personnel and Development www.cipd.co.uk				
ACAS - Discipline and grievance (www.acas.org.uk)				

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

MODULE CODE:	SOUD2360	MODULE TITLE:	International Trade and Finance
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N300
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module enables students to identify and evaluate the management accounting and information relevant to decision making and reporting. Students will be able to build upon existing knowledge and develop further their understanding of issues faced by managers when making decisions regarding the international business environment

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	% 100%

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

Professional body minimum pass mark requirement: NA

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

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

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

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

Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19

NATIONAL COST CENTRE: 133

MODULE LEADER: Nicola Dommett

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Directed weekly reading, moodle based tasks, and assessment development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Assignment 1 - Essay	50%	LO1, LO2
		Assignment 2 - Article	50%	LO3, LO4
			Total = 100%	

Updated by:
Nicola Dommett

Date:
20/05/2018

Approved by:
Andrew Faulkner

Date:
20/05/2018

Recommended Texts and Sources:

Attrill, P and McLaney, E (2015) *Accounting and Finance for Non-Specialists* 9th edition Pearson
Cavusgil, S and Knight, G and Riesenberger, J (2014) *International Business, The New Realities* 3rd edition Pearson
Journal of accounting, Auditing and Finance

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

MODULE CODE:	SOUD2361	MODULE TITLE:	Corporate Social Responsibility
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module explores how modern organisations must be seen to act in an ethical, environmentally sustainable, and socially responsible way to remain competitive. The module will use a range of theories and case studies to analyse and explain changing customer expectations and how successful organisations react to them.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100 %

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

Professional body minimum pass mark requirement: NA

- MODULE AIMS:**
- To provide students with an understanding of the impact of CSR on organisations.
 - To enable students to analyse and understand organisational behaviour towards ethical and environmental issues from a critical perspective.

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Faulkner	OTHER MODULE STAFF: Stephen Foster
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<p>SUMMARY of MODULE CONTENT</p> <p>Internal / external whistleblowing Bribery and corruption Issues of trust and leadership Code of ethics Environmental impact Sustainable investing Social responsibility and philanthropy Social media management Gender and diversity issues Case studies</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures / seminars / Formative tutorials / Student directed sessions	45	3 hours per week for 15 weeks
Scheduled Related visits	7	2 - 4 day UK and/or overseas / European trip with additional trips and visits throughout the year (subject to student interest)
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development/revision
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Voice-over PowerPoint	50%	A voiced PowerPoint of research conducted into the benefits of CSR to corporations and how this links to ethical leadership issues. Assessed on content. LO 1,2
		Educational Leaflet	50%	An educational information brief, in leaflet format. Combining graphics and narrative to critically discuss corporate philanthropy and sustainable investment. LO 3,4
			Total = 100%	

Updated by: Simon Truscott	Date: 20/05/2018	Approved by: Rachael Johnstone	Date: 20/05/2018
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<p>Recommended Texts and Sources:</p> <p>Rahbek, E. and Pederson, G. (2015). <i>Corporate Social Responsibility</i>. Sage. London. UK. Fleming, P and Jones, M.V. (2013). <i>The End of Corporate Social Responsibility: Crisis and Critique</i>. Sage. London.UK.</p>
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD2362	MODULE TITLE: Researching Corporate Strategy
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N211
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PRE-REQUISITES: None	CO-REQUISITES: No	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Students will be introduced to the disciplines and techniques of collecting, analysing and presenting data. It includes the application and understanding of qualitative and quantitative research methods. Students will be introduced to strategy and the practical application of a strategy in different circumstances.

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

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

Professional body minimum pass mark requirement: NA

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018-19

NATIONAL COST CENTRE: 133

MODULE LEADER: David Stephens

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars/Formative Tutorials/Student direct sessions	45	1.5 hours per week for 30 weeks
Scheduled Related visits	7	Assorted trips and visit throughout the year and a 2 - 4 day UK and/or European trip (subject to student interest)
Guided independent study	148	Directed weekly reading, Moodle based tasks, and assessment development/revision
Total	200	

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

Updated by:
David Stephens

Date:
20/05/2018

Approved by:
Andrew Faulkner

Date:
20/05/2018

Recommended Texts and Sources:

Johnson, G., Scholes, K. and Whittington, R., (2013) *Exploring Corporate Strategy Text and Cases*. 10th ed. Harlow: Pearson Education
Lipczynski, J., Wilson, J. O. S. , & Goddard J. A. (2013) *Industrial organisation: competition,*

