



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2018-2019**

## **HNC Business**

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## 1. Welcome and Introduction to HNC Business

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

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

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  - Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
  - available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

## 1.1. Programme Management

### **Andrew Faulkner: Programme Coordinator 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.

- HNC 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.

#### 1.4. Course Contact List

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

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

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

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

## 2. Programme Specification

### PS1. Programme Details

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

### PS2. Brief Description of the Programme

The HNC Business provides a challenging curriculum which addresses major concepts, values, principles and rules within the business and general management sector. Staff, qualified in a range of subject areas (Law, Business, Finance), collaborate with colleagues representing the diverse range of the sector to ensure the programme consistently meets local and national sector requirements. This collaboration ensures thorough embedding of work based and related learning in to the programme and supports the application of theory into practice. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities.

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<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee  
University of Plymouth Academic Partnerships Programme Quality Handbook UK  
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### **PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)**

NA

### **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**

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**

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

### **PS9. Progression Route(s)**

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 HNC Business programme will be able to progress to the Foundation Degree Year 2 in FdA Business and Management as 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:
<b>Level 2:</b> - <b>Key Skills requirement / Higher Level Diploma:</b> and/or - <b>GCSEs at Level 4 or above:</b>	Communication and Application of Number at level 2  5 GCSEs including English and Maths
<b>Level 3: at least one of the following:</b> - <b>AS/A Levels</b> - <b>Advanced Level Diploma:</b> - <b>BTEC National Certificate/Diploma:</b> - <b>VDA: AGNVQ, AVCE, AVS:</b> - <b>Access to HE or Year 0 provision:</b> - <b>International Baccalaureate:</b>  - <b>Irish / Scottish Highers / Advanced Highers:</b>	48 UCAS points from a completed programme of level 3 (A level) qualifications  Minimum MMP  26 points  48 points minimum
<b>Work Experience:</b>	Considered on individual merit
<b>Other HE qualifications / non-standard awards or experiences:</b>	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non standard entry qualifications will be considered on the basis of relevant work experience and attainment of transferable skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment
<b>APEL / APCL<sup>2</sup> possibilities:</b>	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential

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

	Learning (APEL) are welcomed in accordance with University of Plymouth Regulations
<b>Interview / Portfolio requirements:</b>	Interviews may be employed
<b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b>	No

## PS11. Academic Standards and Quality Enhancement

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

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

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

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

## PS12. Programme Structure<sup>3</sup>

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: HNC 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

<sup>3</sup> 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: 4 For: HNC 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	SOUD1405 Financial Reporting and Accountability
1	Semester 1	Core	20	SOUD1410 Organisational Behaviour
1	Semester 2	Core	20	SOUD1409 Digital Business
2	AY	Core	20	SOUD1406 Work Based Learning
2	Semester 1	Core	20	SOUD1408 Economics for Business
2	Semester 2	Core	20	SOUD1407 Marketing Intelligence and Strategy

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment<sup>4</sup>

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

<sup>4</sup> 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"> <li>• Identify and explain the economic principles underlying business behaviour.</li> <li>• Identify the key internal functions and relationships within business organisations.</li> <li>• Demonstrate an understanding of factors, including legal, ethical and social, affecting business organisations on a local, national and global level</li> <li>• Demonstrate an awareness of the behaviour of people within organisations and a range of theories for the management of people.</li> <li>• Demonstrate an understanding of a variety of disciplines /concepts including financial management; marketing, strategy, digital business, innovation and enterprise and sustainability</li> <li>• Identify management accounting information required for decision making.</li> <li>• Demonstrate an understanding of the roles of, and relationship between the private and public sectors within the UK</li> </ul>					
<p>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:  All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and guest speaker presentations</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p>					

<p>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"> <li>• Critically analyse literature on business.</li> <li>• Research , synthesise and evaluate primary and secondary data</li> <li>• Apply business principles and theory to a variety of situations.</li> <li>• Make critical judgements of the merits of particular arguments and make a reasoned choice between a variety of solutions</li> <li>• Demonstrate commercial acumen, innovation and creativity</li> </ul>	<p>Primary: 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 &amp; Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business and management from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of Cognitive and intellectual skills will be facilitated in lectures, presentations and seminars as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p><b>Key Transferable Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) National Occupational Standards for Business Management 2010</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>An ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> <li>• Interact effectively within a team / learning group.</li> <li>• show emotional intelligence and empathy</li> <li>• Self manage learning using a range of resources from associated discipline areas.</li> <li>• Communicate effectively in a manner appropriate to the business environment.</li> <li>• Investigate theoretically informed explanations.</li> <li>• Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies.</li> </ul>	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Based and Related Learning</p>	3	3	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407 SOUD1409</p>
<p>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure (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><b>Employment Related Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8, 3.9)</p>					

<p>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"> <li>• Identify, research and apply business theory.</li> <li>• Explain business theory clearly orally and in writing.</li> <li>• Solve business related problems.</li> <li>• Understand and apply sector's and employer's professional standards, including commitments to impartiality and confidentiality.</li> <li>• Demonstrate understanding of organisational behaviour with reference to the business sector.</li> <li>• Analyse information and demonstrate a critical as well as accurate understanding.</li> </ul>	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work based and related learning</p>	4	4	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407</p>
<p>An explanation for embedding Employment Related Skills through Teaching &amp; 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 SOUD1406 Work Based Learning; SOUD1407 Marketing and Intelligence Strategy require the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.</p>					
<p><b>Practical Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.9)</p>					

<p>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"> <li>• Demonstrate a range of academic skills.</li> <li>• Practice in an ethically competent way..</li> <li>• Reflect on theory and practice in a structured and coherent way.</li> <li>• Perform a range of practical competencies to professional standards.</li> <li>• Demonstrate competence in a range of IT applications</li> <li>• Work with diverse groups and individuals</li> </ul>	<p>Primary: Lectures, seminars, industry visits, guided independent study, guest speaker presentations</p> <p>Secondary/Supplementary: VLE Work Based and Related learning</p>	5	5	<p>Audit, Group Presentation, portfolio Reflective log</p>	<p>SOUD1406 SOUD1407</p>
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice and skills relevant to effective 'live' project management. Teaching methods with include presentations, seminars and management of live projects. Assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</p>					

## PS14. Work Based/Related Learning<sup>5</sup>

<sup>5</sup> 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.

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:

<b>FHEQ level: 4</b>					
<b>WBL/WRL Activity:</b>	<b>Logistics</b>	<b>Prog Aim</b>	<b>Prog Intended LO</b>	<b>Range of Assessments</b>	<b>Related Core Module(s)</b>
Agreed work placement	Identify suitable locations and organise off-site activities	4	3 - 5	Portfolio Reflective log	SOUD1406
Industry Visits	Identify suitable locations and organise off-site activities	5	3 - 5	Written report, structured essay, presentations, Audit, Podcast	SOUD1407 SOUD1408 SOUD1409 SOUD1410
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	5	3 - 5	Portfolio Reflective log Written report, structured essay, presentations, Audit, Podcast	SOUD1406 SOUD1407 SOUD1408 SOUD1409 SOUD1410
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	3 - 5	Marketing audit Group report and presentation	SOUD1407
<p><b>An explanation of this map:</b>  WBL and WRL are very significant to this programme and are embedded throughout. In SOUD1406 and SOUD1407 students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national and international business and management issues to ensure they have a real-world emphasis and prepare students for employment.</p>					

### 3. Module Records

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

<b>MODULE CODE:</b>	SOUD1405	<b>MODULE TITLE:</b>	Financial Reporting and Accountability
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N300
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> No	<b>COMPENSATABLE:</b> 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	
<b>C1</b> (Coursework)	100%

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

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

**MODULE AIMS:**

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

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

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

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

<b>ACADEMIC YEAR:</b> 2018-19	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Nicola Dommett	<b>OTHER MODULE STAFF:</b> 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
<b>Total</b>	<b>200</b>	

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%	

<b>Updated by:</b> Nicola Dommett	<b>Date:</b> 20/05/2018	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 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.*

<b>MODULE CODE:</b>	SOUD1406	<b>MODULE TITLE:</b>	Work Based Learning
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 This module enables students to experience real working environments and understand practical business issues. This experience will enable students, amongst other things, to contextualise theory in to practice; to further develop key transferable and employability skills and to reflect on own practice.

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

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

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

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

**MODULE AIMS:**  
 This module aims to:

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

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

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

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

**MODULE LEADER:** Anne Palmer **OTHER MODULE STAFF:** None

### **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]**

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

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

<b>Updated by:</b> Anne Palmer	<b>Date:</b> 20/05/2018	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 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.*

<b>MODULE CODE:</b>	SOUD1407	<b>MODULE TITLE:</b>	Marketing Intelligence and Strategy
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N500
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> No	<b>COMPENSATABLE:</b> 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.

<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b>		
COURSEWORK		Practical
<b>C1</b> (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

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

**MODULE LEADER:** Karolina Nowakowska **OTHER MODULE STAFF:** Stephen Foster

### **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]**

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

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	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)

<b>Updated by:</b> Karolina Nowakowska	<b>Date:</b> 20/05/2018	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 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.*

<b>MODULE CODE:</b>	SOUD1408	<b>MODULE TITLE:</b>	Economics For Business
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<b>CREDITS:20</b>	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> N110
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<b>PRE-REQUISITES:</b> N/A	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> 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]*

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

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

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

**MODULE AIMS:**

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

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

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

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

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

<b>ACADEMIC YEAR:</b> 2018-19	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> 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%	

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

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

<b>MODULE CODE:</b>	SOUD1409	<b>MODULE TITLE:</b>	Digital Business
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 4	<b>JACS CODE:</b> I161
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 This module 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	
<b>C1</b> (Coursework)	100%

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

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

- MODULE AIMS:**
- 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 21<sup>st</sup> 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

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

**OTHER MODULE STAFF:** Stephen Foster

### **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]**

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

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	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

### **Recommended Texts and Sources:**

Chaffey, D. (2014) *Digital Business & E-Commerce Management*, 6<sup>th</sup> Edition. Pearson: London

Chaffey, D. & Ellis-Chadwick F. (2015) *Digital Marketing. Strategy, Implementation and Practice*, 6<sup>th</sup> 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.*

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

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

<b>COURSEWORK</b>	
<b>C1</b> (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

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

<b>ACADEMIC YEAR:</b> 2018-19	<b>NATIONAL COST CENTRE:</b> 133
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<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> Anne Palmer
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<p><b>SUMMARY of MODULE CONTENT</b></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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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
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
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	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%	

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