



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2019-2020**

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

## **Contents**

1.	Welcome and Introduction to BA (Hons) Leadership and Management.....	3
2.	Programme Specification.....	6
3.	Module Records.....	24

## **1. Welcome and Introduction to BA (Hons) Leadership and Management.**

Welcome to the BA (Hons) Leadership and Management delivered at University Centre South Devon.

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

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

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 won University of Plymouth SSTAR award for Outstanding Personal Tutor, as well as South Devon College awards for 'Inspirational Teaching, Learning and Assessment' and the 'Support' award.

## **1.2. Personal Tutor**

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

- Personal Tutor for 19/20: **Andrew Faulkner**

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

## **1.3. Module Leaders**

Andrew Faulkner  
Simon Truscott  
David Stephens  
Gareth Day  
Maxine Davies

## **1.4. Course Contact List**

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

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

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

<b>Module Leader</b>	<b>Module</b>	<b>Contact</b>
Andrew Faulkner	<ul style="list-style-type: none"><li>• Leadership &amp; Management Concepts</li><li>• Professional Practice</li><li>• Extended Professional Practice</li><li>• Corporate Strategy in Action</li></ul>	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Simon Truscott	<ul style="list-style-type: none"><li>• Contemporary HRM</li><li>• People, Planet &amp; Profit: Ethical Leadership</li><li>• Delivering Change</li><li>• Managing Service Innovation</li></ul>	<a href="mailto:simontruscott@southdevon.ac.uk">simontruscott@southdevon.ac.uk</a>
David Stephens	<ul style="list-style-type: none"><li>• Operational Decision Making</li><li>• Marketing Planning &amp; Stakeholder Management</li></ul>	<a href="mailto:davidstephens@southdevon.ac.uk">davidstephens@southdevon.ac.uk</a>
Gareth Day	<ul style="list-style-type: none"><li>• Digital Innovation</li></ul>	<a href="mailto:garethday@southdevon.ac.uk">garethday@southdevon.ac.uk</a>
Maxine Davis	<ul style="list-style-type: none"><li>• Global Health Protection</li></ul>	<a href="mailto:maxinedavis@southdevon.ac.uk">maxinedavis@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 / Part Time
<b>Final Award:</b>	BA (Hons)
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	Leadership & Management
<b>UCAS Code:</b>	A3NB
<b>JACS Code:</b>	N200
<b>Benchmarks:</b>	QAA Subject Benchmark Statement: Business and Management (February 2015) Framework for Higher Education Qualifications (FHEQ)
<b>Date of Programme Approval:</b>	20/05/2016

### **PS2. Brief Description of the Programme**

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

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

None

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

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

(Note: Plymouth University's Academic Regulations are available on the extranet:

<https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

## **PS5. Programme Aims**

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

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

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

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

## **PS7. Distinctive Features**

- Professional practice
  - The programme offers students the opportunity to become competent and confident in experiencing and dealing with contemporary leadership and management challenges within their respective industries. The assessment with the professional practice module will allow for student reflection based on their experiences. The professional practice modules will be supported by dedicated staff who will regularly visit students within their workplaces. The programme will provide a challenging curriculum which addresses major concepts, values, principles and rules within the business and the leadership and management sector.

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

## **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 = 8

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.

N/A

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> <ul style="list-style-type: none"> <li>- <b>Key Skills requirement / Higher Level Diploma:</b></li> <li>and/or</li> <li>- <b>GCSEs at Level 4 or above:</b></li> </ul>	Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) 4 relevant subject areas including Maths and English
<b>Level 3: at least one of the following:</b> <ul style="list-style-type: none"> <li>- <b>AS/A Levels</b></li> <li>- <b>Advanced Level Diploma:</b></li> <li>- <b>BTEC National Certificate/Diploma:</b></li> <li>- <b>VDA: AGNVQ, AVCE, AVS:</b></li> <li>- <b>Access to HE or Year 0 provision:</b></li> <li>- <b>International Baccalaureate:</b></li> <li>- <b>Irish / Scottish Highers / Advanced Highers:</b></li> </ul>	48 UCAS points
<b>Work Experience:</b>	Considered on individual merit
<b>Other HE qualifications / non-standard awards or experiences:</b>	Relevant Business Level 5 Qualification with 240 credits Students from the FD's in Tourism, Hospitality & Event Management, Marketing & Digital Media or Healthcare Practice that demonstrate transferrable knowledge at a sufficient level of the business environment, finance, human resource management and marketing. A Level 5 Qualification with 240 credits which demonstrates a sufficient level of knowledge of the business environment, finance, human resource management and marketing. Where a level 5 qualification has been achieved, but does not demonstrate sufficient level of knowledge of the business environment, finance, human resource management and marketing the applicant will be assessed through the use of a bridging module or combination of bridging modules onto the programme. – see appendix
<b>APEL / APCL<sup>2</sup> possibilities:</b>	APL will be considered as per Plymouth University Regulations
<b>Interview / Portfolio requirements:</b>	Interviews may be employed

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

<b>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</b>	No
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## **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 parented by this programme and therefore covered by this programme's external examiner with the exception of the following which will be verified by the Subject External Examiners for:

SOUD3035 Managing Service Innovation	FdA Tourism, Hospitality & Event Management
SOUD3036 Global Health Protection	FdSc Healthcare Practice BSc (Hons) Healthcare Practice
SOUD3037 Effective Leadership in Education	FdA Early Years Care and Education BA (Hons) Child Development and Education

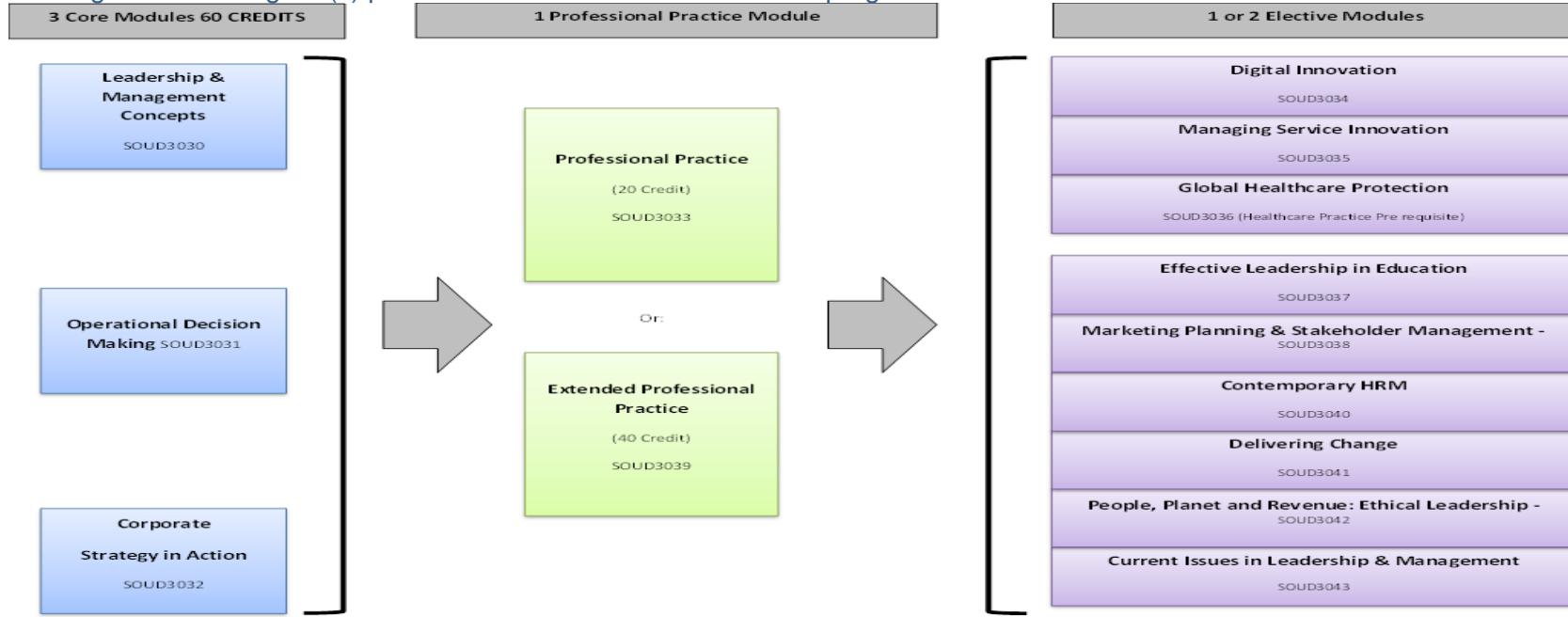
Appendix 2 indicates

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

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

## PS12. Programme Structure

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



### FHEQ level: 6 For: BA (Hons) Leadership and Management Full Time

F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	AY	CORE	20	SOUD3030 Leadership and Management Concepts
1	Semester 1	CORE	20	SOUD3031 Operational Decision Making
1	Semester 2	CORE	20	SOUD3032 Corporate Strategy in Action
1	AY	OPTION	20	SOUD3033 Professional Practice

1	AY	OPTION	40	SOUD3039 Extended Professional Practice
1	AY	SECTOR SPECIFIC OPTION	20	SOUD3034 Digital Innovation
1	AY	SECTOR SPECIFIC OPTION	20	SOUD3035 Managing Service Innovation
1	AY	SECTOR SPECIFIC OPTION	20	SOUD3036 Global Health Protection
1	AY	OPTION	20	SOUD3037 Effective Leadership in Education
1	Semester 2	OPTION	20	SOUD3038 Marketing Planning & Stakeholder Management
1	AY	OPTION	20	SOUD3040 Contemporary Human Resource Management
1	Semester 1	OPTION	20	SOUD3041 Delivering Change
1	AY	OPTION	20	SOUD3042 People, Planet and Profit: Ethical Leadership
1	AY	OPTION	20	SOUD3043 Current Issues in Leadership and Management

**FHEQ level: 6 For: BA (Hons) Leadership and Management Part Time**

F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	Semester 1	CORE	20	SOUD3030 Leadership and Management Concepts
2	Semester 1	CORE	20	SOUD3031 Operational Decision Making
2	Semester 2	CORE	20	SOUD3032 Corporate Strategy in Action
1	AY	OPTION	20	SOUD3033 Professional Practice
1	AY	OPTION	40	SOUD3039 Extended Professional Practice

1	Semester 2	SECTOR SPECIFIC OPTION	20	SOUD3034 Digital Innovation
1	AY	SECTOR SPECIFIC OPTION	20	SOUD3035 Managing Service Innovation
1	AY	SECTOR SPECIFIC OPTION	20	SOUD3036 Global Health Protection
1	AY	OPTION	20	SOUD3037 Effective Leadership in Education
1	AY	OPTION	20	SOUD3038 Marketing Planning & Stakeholder Management
1	AY	OPTION	20	SOUD3040 Contemporary Human Resource Management
1	Semester 1	OPTION	20	SOUD3041 Delivering Change
1	AY	OPTION	20	SOUD3042 People, Planet and Profit: Ethical Leadership
1	AY	OPTION	20	SOUD3043 Current Issues in Leadership and Management

#### FHEQ level: 6 For: BA (Hons) Leadership and Management Modular Study

F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	Semester 1	CORE	20	SOUD3030 Leadership and Management Concepts
2	Semester 1	CORE	20	SOUD3031 Operational Decision Making
1	Semester 2	CORE	20	SOUD3032 Corporate Strategy in Action
1/2	AY	OPTION	40	SOUD3039 Extended Professional Practice
2	Semester 2	SECTOR SPECIFIC OPTION	20	SOUD3034 Digital Innovation

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

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

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

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Programme Aims	Programme intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.0 - 3.7)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• Have achieved a level of knowledge and understanding of the underlying concepts and principles and an ability to evaluate and interpret these within the context of leadership and management.</li> <li>• Refine and use a range of practical, conceptual or technological understanding to make progress when there are many interrelating aspects.</li> <li>• Critically analyse, interpret and evaluate complex information, concepts and ideas.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b> Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	1	1, 4, 5	Written report Essay Infographic Presentation Podcast Video-cast Seminar	SOUD3030 SOUD3031 SOUD3032 SOUD3037 SOUD3038 SOUD3040 SOUD3041 SOUD3043

<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the current developments in the field of leadership and management.</li> <li>• Demonstrate a critical evaluation of a range of theories, models, frameworks and tasks within the role of management.</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations, seminars and practical work. The nature of SOUD3043 will allow students to be exposed to a wide range of inter and multidisciplinary perspectives.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.8)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• An ability to present, evaluate, and interpret qualitative and quantitative data</li> <li>• Develop lines of argument and make sound judgements in accordance with basic theories and concepts of business and management.</li> <li>• Recall knowledge based on the directly taught programme demonstrating understanding of subject specific theories, paradigms, concepts and principles.</li> <li>• An ability to define and solve routine problems collocating, summarising and analyse information, investigating lines of evidence from a limited range of sources to support findings</li> <li>• Demonstrate some ability to consider issues from a wide range of multidisciplinary and interdisciplinary</li> </ul>	<p><b>Primary:</b> Lectures, seminars, tutorials, guided research and independent study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b> Industry visits, VLE</p>	2	1, 2, 5, 6	Written report Essay Infographic Presentation Podcast Video-cast Seminar	SOUD3030 SOUD3031 SOUD3032 SOUD3033 SOUD3034 SOUD3035 SOUD3036 SOUD3037 SOUD3038 SOUD3039 SOUD3040 SOUD3041 SOUD3042 SOUD3043

<p>perspectives including sources from academic literature</p> <ul style="list-style-type: none"> <li>• Be able to plan, execute and present an independent piece of hypothesis-driven work (eg a project) within a supported framework in which qualities such as time management, problem solving, and independence are evident.</li> <li>• Be able to carry out basic manipulation of data (including qualitative data and some statistical analysis, when appropriate).</li> </ul>					
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about leadership and management from different types of sources and will be encouraged to communicate their findings in different contexts. Cognitive and intellectual skills will be delivered by lectures, presentations, seminars, and practical work. Typical assessments will include essays, reports, and presentations. More specifically, cognitive and intellectual skills will be measured by learning outcomes that require students to 'Critically Evaluate', 'Critically Analyse' and 'Apply the principles of...'</p>					
<p><b>Key Transferable Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• Solve basic numerical problems using the appropriate techniques.</li> <li>• Address problems when provided with limited information involving many interrelating factors.</li> <li>• Determine, refine, adapt and use appropriate methods and skills within the appropriate environment.</li> <li>• Communicate to a variety of audiences in written, graphical and verbal forms.</li> <li>• Make contributions to group discussions and teamwork activities.</li> <li>• Listen and respond to others.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b> Industry visits, VLE</p>	3, 4	3, 4, 6, 7	Written report Essay Infographic Presentation Podcast Video-cast Seminar Portfolio	SOUD3030 SOUD3031 SOUD3033 SOUD3039 SOUD3043

<ul style="list-style-type: none"> <li>• Use the internet for communication and information retrieval.</li> <li>• Recognise and respect the views of others reflect on team performance.</li> <li>• Evaluate actions, methods and results and their implications</li> </ul>					
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></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. For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research, communicate effectively and be self-aware. Assessment will be primarily through coursework (e.g. Essays, Reports, Portfolios, Seminars and Presentations).</p>					
<p><b>Employment Related Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Recognise the existence of moral and ethical issues associated with industry</li> <li>• Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or development.</li> <li>• Identify targets for personal, career and academic development</li> <li>• Accept some responsibility for their own learning, developing skills necessary for self-managed and lifelong learning (that is, independent study, time management, organisational skills).</li> <li>• Recognise personal strengths and weaknesses.</li> </ul>	<p><b>Primary:</b> Lectures, seminars, tutorials, guided independent research and study, guest speaker presentations, industry qualifications.</p> <p><b>Secondary/Supplementary:</b> Industry visits, VLE</p>	4	2, 3, 6, 7	Written report Essay Infographic Presentation Podcast Video-cast Seminar Portfolio	SOUD3030 SOUD3031 SOUD3033 SOUD3034 SOUD3035 SOUD3036 SOUD3037 SOUD3039 SOUD3043
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>The programme is intended embed a variety of employment related skills. Within the context of Leadership and Management these skills could include having a breadth and depth of knowledge about emerging issues and developments, having developed practical and analytical skills, being able to present information</p>					

effectively and being able to link all of these elements together coherently to identify relationships. Students will undertake employment related activities as part of SOUD3033 and SOUD3039 which will allow them to develop employability skills in context.
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<p><b>Practical Skills:</b></p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.7, 3.8)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Plan, conduct and present an independent investigation with significant guidance</li> <li>• Relate investigations to some prior work and reference it appropriately</li> <li>• Apply a range of methods to solve problems</li> <li>• Use technologies to address problems</li> <li>• Present results of investigations in a number of formats</li> </ul>	<p><b>Primary:</b> Lectures, seminars, practical's, Industry visits, guided independent research and study, guest speaker presentations</p> <p><b>Secondary/Supplementary:</b> Industry qualifications, accredited and unaccredited CPD activities, VLE</p>	5	2, 6, 7	Infographic Presentation Podcast Video-cast Live Project	SOUD3031 SOUD3033 SOUD3034 SOUD3035 SOUD3036 SOUD3037 SOUD3038 SOUD3039 SOUD3040 SOUD3041 SOUD3042 SOUD3043
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>The range of practical techniques that will be taught will include collection of data, analysis and interpretation of results, and skills relevant to effective project management. Teaching methods will include practical activities, seminars, tutorials and management of live projects. Assessment will be primarily through coursework (e.g. Reports and reflective statements).</p>					

## PS14. Work Based/Related Learning

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

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Professional Practice	Liaise with students and employers to agree suitable workplace locations and provide support	1, 5	3, 6, 7	Portfolio Reflective Log	SOUD3033 SOUD3039
Industry Visits	Identify suitable locations and organise off-site activities	1, 3, 5	1, 6, 7	Essay Report Seminar Portfolio Infographic Presentation Podcast	SOUD3030 SOUD3031 SOUD3036 SOUD3037 SOUD3043
Guest Speakers	Continue to develop and maintain links with industry to provide guest speaker opportunities	2, 3, 5	1, 4, 5, 6	Essay Report Seminar Portfolio Infographic Presentation Podcast	SOUD3030 SOUD3031 SOUD3032 SOUD3034 SOUD3035 SOUD3036 SOUD3037 SOUD3038 SOUD3040 SOUD3041 SOUD3042 SOUD3043
Live Projects	Continue to develop and maintain links with industry to provide a range of live projects for student management	4, 5	2, 3, 4, 6, 7	Essay Report Seminar Portfolio Presentation Reflective report	SOUD3032 SOUD3033 SOUD3039

Research	Research is on-going throughout the programme using a range of methods and resources. Support students to construct hypotheses and resource projects	2, 3, 4	1, 4, 5, 7	Essay Report Seminar Portfolio Infographic Presentation Podcast Video-cast	SOUD3030 SOUD3031 SOUD3032 SOUD3033 SOUD3034 SOUD3035 SOUD3036 SOUD3037 SOUD3038 SOUD3039 SOUD3040 SOUD3041 SOUD3042 SOUD3043
<p><a href="#">An explanation of this map:</a></p> <p>Employer engagement is very significant to this programme and is embedded into every module at FHEQ Level 6. Students will work very closely with industry throughout to ensure that they develop the skills necessary for successful employment. Each module will focus on developing employer-related skills and also important transferable skills. Students will be expected to undertake a research project within the workplace in SOUD3033 &amp; SOUD3039. Students are able to decide what they would like to research, however, local industries have also offered their support with this and there are a large number of real-life projects that students will be encouraged to assist with. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations. Where appropriate assignments will be linked to local, national and international topics to ensure they have a real-world emphasis and prepare students for employment.</p>					

## **Appendix: Bridging Modules**

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

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

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

Bridging Module	LO	Evidence
Business Environment with Finance	<ol style="list-style-type: none"><li>1. Evaluate the impact of government policies on organisations</li><li>2. Illustrate the relationship between market forces and organisational responses</li><li>3. Identify and evaluate the accounting concepts used to produce financial statements.</li><li>4. Appraise the importance and use of financial information for decision making purposes</li></ol>	Report
Developing Research & Practice	<ol style="list-style-type: none"><li>1. Demonstrate how relevant theoretical perspectives have informed and enhanced practice.</li><li>2. Demonstrate an ability to identify, locate, critically evaluate and use information appropriate to the task in hand.</li><li>3. Demonstrate the ability to work independently in a manner that meets professional requirements.</li><li>4. Demonstrate the acquisition of research related skills in the area of study;</li><li>5. Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences.</li></ol>	Portfolio

Marketing	<ol style="list-style-type: none"> <li>1. Apply a range of secondary research techniques to inform marketing decisions and critically analyse the various elements of the marketing planning process</li> <li>2. Apply a range of primary research techniques to inform marketing decisions &amp; critically analyse the various elements of the marketing planning process</li> <li>3. Compare and contrast definitions of marketing concepts, theories and models</li> </ol>	Report
Human Resource Management	<ol style="list-style-type: none"> <li>1. Identify the role and purpose of human resource management</li> <li>2. Explain performance management and its interface with employee resourcing and development</li> <li>3. Explain the scope of employment relations</li> </ol>	Structured essay

### 3. Module Records

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

<b>MODULE CODE:</b> SOUD3030	<b>MODULE TITLE:</b> Leadership & Management Concepts	
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i>		
This module provides an overview of the role of leadership and management within organisations and the differences between the two concepts. The relationship to a range of processes at individual, team, organisational and national levels will be explored; adopting multiple perspectives, and highlighting key leadership skills including communication.		
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>		
<b>COURSEWORK</b>		
<b>C1</b> (Coursework)	100%	
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Leadership & Management		

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

**MODULE AIMS:**

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

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

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

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

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

Leadership and Management Traits & Theories; Roles & Behaviours

Leadership Styles

Strategic Leadership and Management

Power and Influence

Communication

- written, verbal non-verbal, digital

Interpersonal skills

- effective listening, influencing techniques, negotiating and persuasion

### **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 directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

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

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Rachael Johnstone	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

- Gill, R. (2011) *Theory and Practice of Leadership*, 2<sup>nd</sup> edition. Sage: London  
Northouse, P.G., (2018) Leadership Theory and Practice, 8<sup>th</sup> Edition, Sage, LA  
Western, S. (2019) Leadership A Critical Text, 3<sup>rd</sup> edition. Sage: London

**Journals:**

- Leadership  
Leadership Quarterly

**Websites:**

Chartered Management Institute - [www.managers.org.uk](http://www.managers.org.uk)

**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>	SOUD3031	<b>MODULE TITLE:</b>	Operational Decision Making								
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100									
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes								
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> ) Operational performance is imperative for continued success of organisations. This module looks at data management and effective decision making to support employee engagement and provide a motivational environment thus maximising effort.											
<b>ELEMENTS OF ASSESSMENT Use HESA KIS definitions]</b> <table border="1"> <tr> <th colspan="2">COURSEWORK</th> <th colspan="2">PRACTICAL</th> </tr> <tr> <td><b>C1</b> (Coursework)</td> <td>70%</td> <td><b>P1</b> (Practical)</td> <td>30%</td> </tr> </table>				COURSEWORK		PRACTICAL		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
COURSEWORK		PRACTICAL									
<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%								

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

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

**MODULE AIMS:**

- The aim of this module is for students to be able to define decision making models and their contribution to managing data and information in an effective and efficient manner to ensure it contributes to operational management and leadership decision making within the business environment.
- Development of presentation methods which are cohesive, provide clarity and allow understanding through the various levels of operation within a business, and to inform decision making, where students will develop techniques to apply correct data management principles to ensure businesses operate within the confines of the law and reduce breaches of data protection.
- Application of the different communication methods and make sense of the implications of a variety of theories and their contribution to success and failure, exploring how to create a motivated workforce, who are committed to the organisation and are self-critical in their practices and procedures, to move the business forward in a competitive market.

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

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

- Identify, select, and critically analyse presented data and information
- Critically analyse communications theory and their influence in presenting data and information
- Critically evaluate decision making models and communicate decisions made
- Apply the methods and techniques of the legal requirements to the collection, storage and use of data and information
- Present a comparative evaluation of both the Data Protection and Freedom of Information Acts

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

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

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

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> David Stephens	<b>OTHER MODULE STAFF:</b> None

<b>SUMMARY of MODULE CONTENT</b>
Data and information analysis and management
Sources and value of data and information
Problem solving techniques and decision making models
Communications theories and their influence
Presentation techniques
Data protection
Freedom of Information
Employee engagement

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

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Structured Essay	100%	A structured essay judging decision making in an operational environment and an analysis of communications theory (LO: 1, 2 & 3)
Practical	P1	Group Presentation	100%	Presentation on the data protection and freedom of information requirements for organisations (LO: 4 & 5)

<b>Updated by:</b> David Stephens	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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<b>Recommended Texts and Sources</b>
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**Books:**

Chaffey, D. & White, G. (2010) *Business Information Management: Improving Performance Using Information Systems*, 2<sup>nd</sup> edition. Prentice Hall: Essex

**Journals:**

European Journal of Operational Research

**Websites:**

Data Protection Act – <https://www.gov.uk/data-protection/the-data-protection-act>

Freedom Of Information Act - <https://www.gov.uk/make-a-freedom-of-information-request/the-freedom-of-information-act>

**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>	SOUD3032	<b>MODULE TITLE:</b>	Corporate Strategy in Action
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b>	N100
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b>	Yes
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> )			
This module draws from concepts of strategy in order to analyse real-world concepts, important for leadership and management decision making. It will explore both the theories and models of strategy, utilising a range of analytical tools and their significance in supporting a business's corporate strategy.			

<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>	
<b>COURSEWORK</b>	
<b>C1</b> (Coursework)	100%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Leadership & Management
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<b>Professional body minimum pass mark requirement:</b> NA
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<b>MODULE AIMS:</b>
<ul style="list-style-type: none"> <li>To develop the techniques required to analyse the macroeconomic, microeconomic and strategic business environment.</li> <li>The module will cover a range of strategy topics, theories and models related to the analysis of the environment of organisations, the evaluation of business-level and corporate-level strategies as well as the performance evaluation of the firm</li> </ul>

<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)
At the end of the module the learner will be expected to be able to:
<ol style="list-style-type: none"> <li>Interpret and critically evaluate the concepts required to analyse the impact of the macro and micro environments on business</li> <li>Critically evaluate a range of different perspectives on business strategy.</li> <li>Apply appropriate methods and techniques of strategy analysis to obtain useful strategic insights.</li> <li>Identify and critically evaluate the practice of strategy from the leadership and management perspective</li> <li>Critically analyse a range of strategic development processes.</li> </ol>

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	Semester 2
<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required			

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

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None

<b>SUMMARY of MODULE CONTENT</b>
Business and corporate level strategy
Analyse how organisations plan and deploy resources to deliver their strategies
General and competitive environment
Internal environment: value chain and resource based theories
Strategy development processes
Evaluating strategies and their suitability
The leadership and management role in the practice of strategy

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

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

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Rachael Johnstone	<b>Date:</b> 20/05/2019
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<b>Recommended Texts and Sources:</b>
<b>Books:</b> Henry A., (2018). <i>Understanding strategic management</i> , 3 <sup>rd</sup> ed. Oxford University Press: Oxford
University of Plymouth Academic Partnerships Programme Quality Handbook UK Page 31 of 67

Johnson, G., Scholes, K. and Whittington, R., (2013) *Exploring Corporate Strategy Text and Cases*. 10<sup>th</sup> ed. Pearson Education: Harlow

**Journals:**

Business Strategy and the Environment  
European Management Journal

**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>	SOUD3033	<b>MODULE TITLE:</b>	Professional Practice				
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100					
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes				
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> ) This module will be based within the workplace and enables students to make use of reflective practice to experience and critically analyse workplace environments and explore real life leadership and management issues.							
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i> <table border="1"> <tr> <td colspan="2"><b>COURSEWORK</b></td> </tr> <tr> <td>C1 (Coursework)</td> <td>100%</td> </tr> </table>				<b>COURSEWORK</b>		C1 (Coursework)	100%
<b>COURSEWORK</b>							
C1 (Coursework)	100%						

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

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

**MODULE AIMS:**

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

**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 workplace environment
2. Demonstrate a creative approach to problem solving
3. Demonstrate the use of appropriate leadership and management concepts within an appropriate professional and ethical framework
4. Demonstrate and evidence a variety of transferable skills including: showing initiative and working independently; working with others and self-management
5. Evidence self-awareness and reflection on own practice

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b>

### **SUMMARY of MODULE CONTENT**

#### Workplace learning

The professional practice itself during which students will be given an agreed 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 placement.

#### De-briefing and reflection

### **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	24	12 sessions of 2 hours, to be agreed
Professional practice placement	100	
Guided independent study	76	Research, directed weekly reading, and assessment development
<b>Total</b>	<u>200</u>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Project Introduction  Project Review  Reflective log	20%  60%  20% Total = 100%	An introduction to the agreed project and appropriate concepts (LO: 1) – 800 words  A portfolio of evidence from the professional practice, containing contextualised employability related leadership & management knowledge (LO: 2,3,& 4) – 2400 words  A personal log that will enable the student to reflect on their development, process and awareness of their professional practice (LO: 5) – 800 words

**Updated by:**  
Andrew Faulkner

**Date:**  
20/05/2019

**Approved by:**  
Rachael Johnstone

**Date:**  
20/05/2019

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

**Books:**

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

**Journals:**

European Management Journal

**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>	SOUD3034	<b>MODULE TITLE:</b>	Digital Innovation
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

Successful organisations are investigated to understand how their visionary approach, embedding innovation, e-business practices, satisfies changing markets and ensures future sustainability and success.

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

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

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

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

**MODULE AIMS:**

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

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

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

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

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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: 2019-2020	NATIONAL COST CENTRE: 133
MODULE LEADER: Gareth Day	OTHER MODULE STAFF: None
<b>SUMMARY of MODULE CONTENT</b>	
Driving innovation through digital channels Entrepreneurship and its relationship with innovation The sharing economy Social enterprise Technology and data supporting innovation and development Big data and real-time data analysis – technology enabling an analytical approach to innovation	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled Lecturers / Seminars/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

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

<b>Updated by:</b> Gareth Day	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

- Berry, M., Sinisalu, H. et al (2015) *The best of global digital marketing: The storybook 2*. Best Marketing International
- Chaffey, D. and Ellis-Chadwick, F. (2015) *Digital marketing: strategy, implementation and practice*. 6th edition. Harlow, Pearson.

**Journals:**

- Journal of Interactive Marketing
- Journal of Consumer Marketing
- Journal of Direct, Data and Digital Marketing

**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>	SOUD3035	<b>MODULE TITLE:</b>	Managing Service Innovation
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b>	N100
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b>	Yes
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> ) In this module you will explore themes surrounding service innovation and developments. Students will take a central role in leading seminar discussions with focus on emerging innovation developments.			

<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>	
<b>COURSEWORK</b>	
<b>C1</b> (Coursework)	100%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Leadership & Management
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<b>Professional body minimum pass mark requirement:</b> NA
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<b>MODULE AIMS:</b>
<ul style="list-style-type: none"> <li>The module aims to provide an understanding of how managers deal with the ongoing innovation within the service sector.</li> <li>The module explores contemporary issues and innovation developments through a student centred case study approach utilising seminar papers</li> </ul>
<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Analyse the significance of innovation and how it links to wider strategic issues within the organisation
2. Critically evaluate current innovation and practice within the service sector
3. Critically analyse how organisations are able to develop ways to differentiate from their competitors.
4. Examine the factors that increase the likely success of new products and services

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

<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required
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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Simon Truscott	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

### **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 directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Seminar	60%	A seminar discussion on current innovation and best practice within the sector followed by a critical evaluation in the context of innovation concepts (LO: 1 & 2)
		Report	40% Total = 100%	A report analysing the application of competitive differentiation concepts and success factors in the sector (LO: 3 & 4)

<b>Updated by:</b> Simon Truscott	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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## **Recommended Texts and Sources:**

### **Books:**

- Tidd, J., Bessant, J., & Pavitt, K. (2009), *Managing Innovation* (4th edition). London: Wiley.  
Bessant, J. (2003), *High Involvement Innovation*. London: Wiley.  
Dodgson, M., Gann, D., & Salter, A. (2008), *The Management of Technological Innovation*. Oxford: OUP  
Goffin, K., & Mitchell, R. (2010), *Innovation Management*. London: Routledge.

### **Journals:**

- Journal of Consumer Behaviour  
Journal of Consumer Marketing  
Marketing Events

**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>	SOUD3036	<b>MODULE TITLE:</b>	Global Health Protection
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

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

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

COURSEWORK	
C1 (Coursework)	100%

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

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

**MODULE AIMS:**

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

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

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

1. Critically apply the concepts of the management and leadership of health protection in protecting people from disease and other health hazards.
2. Analyse the main issues regarding the surveillance, management and planning of health protection considering threats of a Global, National and Local nature.
3. Appraise interdisciplinary working in health protection.
4. Evaluate the impact of International health management on National and Local legislation and policy.

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016.	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Maxine Davis	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled Lecturers / Seminars/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Scheduled industry related visits	5	2 x short healthcare related visits
Guided independent study	150	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

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

<b>Updated by:</b> Maxine Davis	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

#### **Books:**

Hawker, J., Begg, N., Blair, I. Reintegration, R., Weinberg, J. and Ekdahl, K. (2012) Communicable Disease Control and Health Protection Handbook, 3rd Ed . Oxford: Blackwell Publishing  
Katz, D., Elmore, J., Wild, D. And Lucan, S.(ed.) (2014).Jekel's epidemiology, biostatistics, preventative medicine and public health. Philadelphia: Elsevier  
Nicholson, R., Mckinn, J. And Allen, A. (2016) Global Health. London:Sage

**Websites:**

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

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

<b>MODULE CODE:</b>	SOUD3037	<b>MODULE TITLE:</b>	Effective Leadership In Education
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module will enable students to broaden their knowledge of leadership and management in the education sector. Exploring wider professional practice of leadership within education, and providing an opportunity to review current theory in educational leadership and relate this to their practice.

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

COURSEWORK	
C1 (Coursework)	100%

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

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

**MODULE AIMS:**

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

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

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

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

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

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

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

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Seminar Paper	60%	A seminar paper that explores leadership and management in the education sector, with consideration of the macro and micro policies linked to leadership research (LO: 1, 2 & 3)
		Case study and recommendations	40% Total = 100%	An analysis of a current, or a range of current government policies and recommendations for an organisations response (LO: 4 & 5)

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Rachael Johnstone	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

#### **Books / Papers:**

Bush T (2010) *Theories of educational Leadership & Management* (4th Edition), Sage, London

- Bush T & Middleton D (2013) *Leading & Managing People in Education* (3rd Edition), Sage, London
- Coleman M (2012) "Leadership and diversity", *Educational Management Administration & Leadership*, 40 (5), pp592 – 609
- Lumby J (2013) "Strategic planning in further education: The business of values" in Tomlinson H (ed.) *Educational Management*, Routledge, London

**Online Resources:**

<http://scholar.google.co.uk>

**Refereed Journals:**

Educational Management Administration & Leadership

**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>	SOUD3038	<b>MODULE TITLE:</b>	Marketing Planning & Stakeholder Management
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module is about understanding the role of marketing in researching, anticipating and satisfying the customers' expectations in a profitable manner. Knowing the organisations, current market position and planning for widening markets to increase the longevity of the business. It also looks deeper into the need for effective stakeholder management.			

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

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

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

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

**MODULE AIMS:**

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

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

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

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

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

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

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

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> David Stephens	<b>OTHER MODULE STAFF:</b> None

**SUMMARY of MODULE CONTENT**

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

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

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

<b>Updated by:</b> David Stephens	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

- Bryde, D., Holloway, J. and Joby, R. (2015) *A Practical Guide to Dealing with Difficult Stakeholders* Taylor & Francis Ltd  
Jobber, D. (2016) *Principles and Practices of Marketing* 8<sup>th</sup> edition, McGraw Hill: London

**Journals:**

- Strategic Management Journal  
Journal of Business Ethics  
Journal of Business Research

**Websites:**

- Chartered Management Institute - [www.manager.org.uk](http://www.manager.org.uk)  
Chartered Institute of Marketing - [www.cim.co.uk](http://www.cim.co.uk)  
Information Commissionaires Office - [www.ico.gov.uk](http://www.ico.gov.uk)

**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>	SOUD3039	<b>MODULE TITLE:</b>	Extended Professional Practice					
<b>CREDITS:</b> 40	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100						
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No					
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> ) This extended professional practice module will be based within the workplace and enables students to make use of reflective practice to experience and critically analyse workplace environments and explore real life leadership and management issues in a deep systematic way.								
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: left; padding: 2px;"><b>COURSEWORK</b></td> <td rowspan="2" style="vertical-align: top; width: 100px; padding: 2px;"> </td> </tr> <tr> <td style="text-align: center; padding: 2px;">C1 (Coursework)</td> <td style="text-align: center; padding: 2px;">100%</td> </tr> </table>				<b>COURSEWORK</b>			C1 (Coursework)	100%
<b>COURSEWORK</b>								
C1 (Coursework)	100%							

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

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

**MODULE AIMS:**

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

**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 workplace environment
2. Demonstrate a creative approach to problem solving
3. Apply appropriate leadership and management practices within an appropriate professional and ethical framework
4. Demonstrate and evidence a variety of transferable skills including: showing initiative and working independently; working with others and self-management
5. Evidence self-awareness and reflection on own practice

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None
<b>SUMMARY of MODULE CONTENT</b>	
Workplace learning The professional practice itself during which students will be given an agreed 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 placement. De-briefing and reflection	

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Formative Tutorials / Student directed sessions	48	24 sessions of 2 hours, to be agreed
Professional practice placement	200	
Guided independent study	152	Research, directed weekly reading, and assessment development
<b>Total</b>	<b>400</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	Project Introduction  Project Review  Reflective log	20%  60%  20%  Total = 100%	A detailed introduction to the agreed project and appropriate concepts (LO: 1) – 1600 words  An extensive portfolio of evidence from the professional practice, containing contextualised employability related leadership & management knowledge (LO: 2,3,& 4) – 4800 words  A personal log that will enable the student to reflect on their development, process and awareness of their professional practice (LO: 5) – 1600 words

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Rachael Johnstone	<b>Date:</b> 20/05/2019
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<b>Recommended Texts and Sources:</b>
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**Books:**

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

**Journals:**

European Management Journal

**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>	SOUD3040	<b>MODULE TITLE:</b>	Contemporary Human Resource Management
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> ( <i>max 425 characters</i> ) The module develops your knowledge of current issues within HRM from an academic perspective. Critically considering how HRM can support organisations in achieving their strategic objectives in a rapidly evolving 21st century business landscape.			

<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>	
<b>COURSEWORK</b>	
<b>C1</b> (Coursework)	100%

<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Leadership & Management
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<b>Professional body minimum pass mark requirement:</b> NA
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<b>MODULE AIMS:</b>
<ul style="list-style-type: none"> <li>The module aims to enable students to debate and critically evaluate current themes in HRM, such as work life balance, performance management, and a global workforce.</li> <li>It will assess how they impact the HR policies and practices of contemporary organisations.</li> </ul>

<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to:
<ol style="list-style-type: none"> <li>Analyse the role of HRM and how it supports modern organisations</li> <li>Critically evaluate current practice within HRM</li> <li>Critically analyse how HRM helps organisations to adapt to new working patterns and seek employee engagement</li> <li>Examine the human factors that allow organisations to compete on a global scale</li> </ol>

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

<b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required
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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Simon Truscott	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

- The strategic role of HRM.
- Recruiting, retaining and developing employees.
- Nurturing creativity and innovation.
- HR analytics and metrics.
- International HRM.
- Work life balance, wellbeing, and employee engagement.
- Employee reward.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Scheduled Lecturers / Seminars/ Formative Tutorials / Student directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<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	Video-cast  Essay	50%  50% Total = 100%	Working in small groups students will create a video presentation critically examining a current HRM practice. (LO: 1 & 2)  Students will write a structured essay based upon a current topic in global HRM and employee engagement practice. (LO: 3 & 4)

<b>Updated by:</b> Simon Truscott	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

Farnham, D. (2015). "Human Resource Management in Context." 4<sup>th</sup> edition. CIPD publishing: London.

Torrington, A., Hall, L., Taylor, S. & Atkinson, C. (2014) *Human Resource Management*, 9<sup>th</sup> edition. Pearson: London

**Journals:**

Academy of Management Journal

British Journal of Industrial Relations

Employee Relations

**Websites:**

[ACAS – www.acas.org.uk](http://www.acas.org.uk)

Chartered Institute of Personnel and Development - [www.cipd.co.uk](http://www.cipd.co.uk)

Personnel Today – [www.personneltoday.com](http://www.personneltoday.com)

UK Government – [www.gov.uk](http://www.gov.uk)

**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>	SOUD3041	<b>MODULE TITLE:</b>	Delivering Change
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

The module develops student knowledge of change delivery practice. Using a range of theories and change management tools the module allows students to explore and critically evaluate the challenge of managing the change process, and building employee change resilience.

<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>			
COURSEWORK		PRACTICAL	
C1 (Coursework)	50%	P1 (Practical)	50%

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

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

**MODULE AIMS:**

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

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

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

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

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

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

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

<b>ACADEMIC YEAR:</b> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Simon Truscott	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

- Contemporary change issues
- Models of change
- Leading change
- Total Quality Management
- People management and change
- Why change initiatives fail
- Practical change scenario

### **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 directed sessions	45	3 hours per week for 15 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

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

<b>Updated by:</b> Simon Truscott	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:****Core:**

Hayes, J. (2014) *The Theory and Practice of Change Management*, 4<sup>th</sup> edition. Palgrave:

London

Burnes, B., (2009). *Managing Change: A Strategic Approach to Organisational Dynamics*. 5th edition. Harlow: Pearson Education

Hughes, M., (2010). *Managing Change: A Critical Perspective*. 2<sup>nd</sup> edition. London: CIPD.

Senior, B. & Swailes, S (2016) *Organizational Change*, 5<sup>th</sup> edition. Pearson: Essex

**Journals:**

Human Resource Management Journal

International Journal of Human Resource Management

Journal of Change Management

Journal of Strategic Change

**Websites:**

Chartered Institute of Personnel and Development - [www.cipd.co.uk](http://www.cipd.co.uk)

Personnel Today – [www.personneltoday.com](http://www.personneltoday.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>	SOUD3042	<b>MODULE TITLE:</b>	People, Planet and Profit: Ethical Leadership
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<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

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

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

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

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

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

**MODULE AIMS:**

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

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

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

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

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Simon Truscott	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

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

Contemporary issues in CSR

Corporate and governmental responses to climate change

Ethical leadership

Employee engagement or exploitation? The politics of sustainable workforce management

Ethical supply chain management

Seminar

Case studies

### **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 directed sessions	45	1.5 hours per week for 30 weeks
Guided independent study	155	Research, directed weekly reading, Moodle based tasks, and assessment development
<b>Total</b>	<u>200</u>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component Weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Academic Article	100%	Students will write an article that would appear in a professional magazine or newspaper critically examining the main ideologies underpinning corporate responses to climate change. (LO: 1 & 2)
Practical	P1	Seminar	100%	Working in small groups students will present a research paper they have found on a given topic relating to ethical supply chain management, and lead a discussion with their peers. (LO: 3 & 4)

<b>Updated by:</b> Simon Truscott	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

- Blackburn, S. (2001) *Being Good: A Short Introduction to Ethics* Oxford: Oxford University Press  
Blowfield, M. and Murray, A. (2014). *Corporate Responsibility*, 3<sup>rd</sup> Edition. Oxford University Press: Oxford.  
Cannon, T. (2012) *Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment*, 2<sup>nd</sup> edition. Pearson: Essex

**Journals:**

- Business Ethics: A European Review  
Corporate Governance  
Corporate Social Responsibility And Environmental Management  
Journal of Business Ethics

**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>	SOUD3043	<b>MODULE TITLE:</b>	Current Issues in Leadership & Management
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 6	<b>JACS CODE:</b> N100
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes

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

This module explores the many issues faced in modern leadership & management, and will identify many of the issues facing modern business management in operating in this post-recessional environment. By its nature the content of the module will change each year, as issues change, new understandings emerge and different perspectives apply.

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

COURSEWORK	
C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: NA

**MODULE AIMS:**

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

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

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

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

<b>DATE OF APPROVAL:</b>	20/05/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b>	Click here to enter a date.	<b>TERM/SEMESTER:</b>	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> 2019-2020	<b>NATIONAL COST CENTRE:</b> 133
<b>MODULE LEADER:</b> Andrew Faulkner	<b>OTHER MODULE STAFF:</b> None

### **SUMMARY of MODULE CONTENT**

Exploring appropriate responses to a range of issues and dilemmas

Media influence

Issues faced in modern management,

Business practice, Corporate Social Responsibility and Globalisation.

Ethics in the Business World

The current business environment and recent world events

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

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

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

<b>Updated by:</b> Andrew Faulkner	<b>Date:</b> 20/05/2019	<b>Approved by:</b> Rachael Johnstone	<b>Date:</b> 20/05/2019
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### **Recommended Texts and Sources:**

**Books:**

Storey, J. (2016) *Leadership in Organizations: Current Issues and Key Trends*. 3<sup>rd</sup> edition.

Routledge

Drucker, P. (2007) *Management Challenges for the 21st Century*, revised edition. Routledge

Uphill, K. (2016) *Creating Competitive Advantage*. Kogan Page: London

**Journals:**

European Management Journal

Harvard Business Review

Journal of Human Resource Management

Journal of Business Ethics

Leadership & Organization Development Journal

Management Decision