



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

Programme Quality Handbooks for 2015-16

Foundation Certificate in Art & Design

Foundation Degrees

FdA Art & Design

FdA Business & Management

FdA Childhood Studies

FdA Financial Services

FdA Sport & Management

FdSc Information Technology for Business

Honours Degrees

BA (Hons) Childhood Studies

BA (Hons) Financial Services

BSc (Hons) Social Sciences



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
Foundation Certificate in Art and
Design**

2015 – 16

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to Foundation Certificate in Art & Design.

The Foundation Certificate in Art and Design is intended to be a post-A Level course that bridges the gap to first year study on an art and design degree in a specialist discipline. This course is diagnostic in nature to give you experience in a range of art and design disciplines and help you develop an understanding of your skills, aptitudes and intentions. The course is aimed at both mature students who are unable or unwilling to leave the island to pursue full time study at a mainland college or university and at those who have just completed advanced level study. It is delivered wholly on the island. The ethos of the course is broad, liberal and supportive of students on the course. It is intended that the Foundation Certificate in Art and Design will encourage skill and personal development to a level study allowing you to progress to degree level study. As such the aims of the programme are coherent with the broader aims of art and design when placed in the cultural context. The course team strongly believes that critical studies is a key to the development of a fully rounded artist or designer. If you understand how art and design has developed historically and what is happening in contemporary practice, then you can start to place yourself and your work within the larger context. It is also important that you have an understanding of the broader cultural influences on art and society such as music, drama, literature and film, recognising the inter-relationships of these disciplines. The course will deliver a programme of study in the practice of art and design which is:

A broad based educational experience; rigorous and demanding; based on exploratory, intuitive and analytical principles of the subject.

The course team will promote the disciplines, practices and give examples which reflect the demands of art and design in further education and the professional world.

You will be able to produce a body of work which is of a standard expected of a student studying at Foundation level. Some of this work will be instigated and developed by you supported by staff.

During the course you will acquire knowledge through lectures, seminars, visits to galleries and exhibitions, inquiry and research. Practical skills and experience will be acquired through drawing, workshop practice and project work. You will develop ideas and powers of critical judgement through a variety of learning strategies, (staff directed, student centred, student directed), and through tutorials, seminars, evaluations and assessment. You will also be expected to develop self confidence, initiative, enterprise, self motivation and personal discipline, inquisitiveness and open mindedness.

The course will provide a rich educational experience which has its own value, and benefits all students whether they decide to continue their studies in higher education in art and design, other areas of study, or go into employment. You will be actively encouraged to see that the various activities they undertake are inter related and that there is much potential in allowing experience in one area of work to inform experience in another.

Success on the course will enable you to progress to the first year of a degree course in art and design.

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 the College / University Student handbook available on the Mohawk wiki which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Full / Part Time: FT

Programme Structure for Foundation Certificate in Art and Design

Module Code	Module Title	No. of Credits	Core / Optional
HJFN008	Historical and Contextual Studies	20	Core
HJFN009	Visual Studies 1	20	Core
HJFN010	Diagnostic Studies	20	Core
HJFN011	Visual Studies 2	20	Core
HJFN012	Specialist Studies	20	Core
HJFN013	Major Project	20	Core

3. Course Resources

The School of Art employs one full time technician whose skills base provides enormous flexibility for the realisation of students' creative ideas. There is additional technician support devoted to the Faculty's Apple Mac resources and photographic/video equipment. The main Apple Mac studios are located in the Media Centre next door to the School of Art and part of the same Faculty. These are supplemented by an open access computer room in the School of Art.

The Learning Resource Centre located in the Turner Building has a stock of art and design books and journals and is supplemented by the private collection bequeathed by Ralph Elliott, a former member of staff, which is located in the School of Art.

Each student is allocated their own space in the Degree Studio. You will have access to the 3D, ceramics and glass, sculpture, textiles and printmaking workshops as well as the darkroom, photographic and video studios and Apple Mac facilities. Additionally, if needed, access to the trade workshops, e.g., welding and stone cutting can be arranged.

4. Enhancement Activities

Each year there is an off island trip to visit museums and galleries so that you have exposure to artworks of international renown. You will be advised of the cost and timing of this trip. The destination will be determined in part by which temporary exhibitions will be showing in which cities.

5. Employment and Progression Opportunities

The purpose of the course is primarily to prepare students for progression to degree level study in their chosen art and design discipline. The UCAS deadline for applications for most universities offering art and design degrees is in mid-January. Therefore it is important that you start thinking and preparing for your application early. Your tutors and members of Student Services will be giving you advice and guidance on the process and which universities may be suitable. We will also receive visits from admissions tutors from some universities seeking to attract applicants. It is strongly recommended that you attend those sessions and all others where advice about HE is on offer.

Your Programme Manager has access to University staff and is able to communicate your questions regarding progression to programmes at Plymouth University.

Progression routes are correct at the time of publication but may subsequently be amended. More information on individual programme progression is available in your Programme Quality Handbook.

6. Module Records

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

MODULE CODE: HJFN008	MODULE TITLE: Historical & Contextual Studies
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE: HJFN008
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> An introduction to the theory and practice of art and design from 1850 to the present, including a western and non-western viewpoint and a pre and post feminist approach.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

MODULE AIMS: To introduce students to a range of art and design and place it within its cultural and socio-political background.
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ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> • Understand how art and design work is a product of a specific socio-political setting • Evaluate and analyse these works. • Make connections with their own practice and so place themselves within the larger world of their particular discipline • Conduct primary and secondary research using libraries, internet, personal interviews and visits. • Assemble that research into a coherent essay format.

DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Whole Year

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Linda Burton	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden N/A
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Summary of Module Content

An introduction to the theory and practice of art and design from 1840 to the present, including a western and non-western viewpoint, a pre and post feminist approach.

The module is delivered through short illustrated lectures, in class analysis and discussion.

Exhibitions and museum visits. Students will produce two illustrated essays of approximately 2500 words each.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture/ Seminar / Tutorial (scheduled)	170	
External visits (scheduled)	30	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A Date:	Approved by: Peter Hubert Date: 01/09/2009
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HJFN009	MODULE TITLE: Visual Studies 1
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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<p>SHORT MODULE DESCRIPTOR: (max 425 characters) Drawing is the basis of all art and design activities. This module seeks to develop the students' skill and broaden their understanding of the language of drawing and colour and how it relates to art and design practice.</p>
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To promote observational skill. To promote skills and understanding in the use of colour and a variety of drawing media. To promote understanding in relation to other art and design activity.
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<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> Demonstrate skills in drawing and colour Demonstrate that drawing is a broad concept not a narrow one Demonstrate a basic understanding of the human figure Show a greater confidence and a capacity for sustained work. Identify and operate within appropriate generic and cognitive modes of enquiry. Make informal evaluations of their own and each others' work. Understand the importance of drawing as part of the art and design process. Make informed decisions about media and method.
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DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Peter Thomson	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Jason Butler
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Summary of Module Content

Drawing is the basis of all art and design activities. This module seeks to develop the student's skills and broaden their understanding of the language of drawing and colour, and how it relates to art and design practice.

Learners will acquire new skills in

- Drawing perspective
- Mark making
- Negative space
- Fore shortening
- Collage
- Collaborative working
- Group critique
- Use of a wide range of materials

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Tutorial (scheduled)	5	
Project supervision (scheduled)	5	
Demonstration (scheduled)	20	
Practical classes and workshops (scheduled)	150	
Supervised time in studio/workshop (scheduled)	20	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A	Approved by Peter Hubert Date: 01/09/2009
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Date:	
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HJFN010	MODULE TITLE: Diagnostic Studies
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE: W900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students join the course with limited notions about the four main areas of art and design. These projects are designed to enable students to broaden their understanding and affinity with these areas of study.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To provide insight into the four main areas of study.
- To enable students to gain practical experience with each area of study.
- To promote experimentation, exploration and inventiveness.

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

- Produce work in the four main areas of study.
- Demonstrate experimentation, exploration and inventiveness based on practical experience.
- Demonstrate technical skills and their implementation through the use of appropriate equipment and materials.
- Understand processes as used in industrial/craft practice.
- Work safely based on a knowledge of Health and Safety at work and promote good workshop practice.

DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Peter Thomson	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

Students join the course with limited notions about the main areas of art and design. Students will experience working in six disciplines with the opportunity to continue and develop new skills. These projects are designed to enable students to broaden their understanding and affinity with these areas of study.

The tutor responsible dictates areas of study within each discipline. Disciplines that are covered are:

- Photography
- Graphics
- Painting and colour theory
- Textiles
- 3D Workshop
- Print

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Tutorial (scheduled)	5	
Project supervision (scheduled)	30	
Demonstration (scheduled)	15	
Practical classes and workshops (scheduled)	20	
Supervised time in studio/workshop (scheduled)	130	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A	Approved by Peter Hubert Date: 01/09/2009
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Date:	
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HJFN011	MODULE TITLE: Visual Studies 2
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is intended to further develop skills in a range of drawing disciplines and reinforces the practice of drawing in context of the student's chosen area of specialist study. It enables the student to research and analyse a subject through drawing and apply that research in the development of a body of work. It also enables the student to test options and solutions through drawing as part of the process of solving problems.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To promote drawing as an effective instrument of analysis.
- To promote demonstrable skills in drawing.
- To promote an organised, reasoned approach to the handling of information from a range of sources and present that information in a reasoned manner.
- To continue to encourage the collection of reference and recording of experience in personal notebook/sketchbooks.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Research and analyse a subject or idea through appropriate drawing methods.
- Use note/sketchbooks to collect reference material and record experience.
- Demonstrate skills in drawing and colour
- Demonstrate that drawing is a broad concept not a narrow one
- Demonstrate an understanding of the human figure
- Show an understanding of how drawing relates to the student's chosen area of specialisation.
- Demonstrate familiarity with selection and use of appropriate 2D media.

DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Peter Thomson	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

This module is intended to further develop skills in a range of drawing disciplines and reinforces the practice of drawing in context of the student's chosen area of specialist study. It enables the student to research and analyse a subject through drawing and apply that research in the development of a body of work. It also enables the student to test options and solutions through drawing as part of the process of solving problems.

Throughout the year the student will be expected to use drawing and mark making to enhance their creativity and to strengthen their developmental processes. As well as being encouraged to work in this manner, students will also take part in regular life drawing classes. Throughout this module the learner will be encouraged to use a variety of different materials and techniques.

Techniques may include:

Mono printing, Collage, Pen and Ink drawing, Drawing with sticks, Collaborative working, Perspective, Fore-shortening, On location, Multi media

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Tutorial (scheduled)	5	
Project supervision (scheduled)	20	
Demonstration (scheduled)	20	
Practical classes and workshops (scheduled)	35	
Supervised time in studio/workshops (scheduled)	120	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A Date:	Approved by Peter Hubert Date: 01/09/2009
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HJFN012	MODULE TITLE: Specialist Studies
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is intended to give the student the opportunity to pursue their own interests in a chosen area of study, either through self-initiated projects or through set briefs. It is important that students do not perceive their specialism in too narrow a fashion, consequentially a range of approaches and methods of working within the specialist area will be promoted. Drawing and an interdisciplinary approach will be encouraged.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To further develop skills, knowledge and creative abilities in a chosen specialist area.
- To promote a sense of personal 'ownership' of work produced.
- To promote a sense of personal responsibility for the success or failure of the student's learning.
- To promote personal development commensurate with entry into HE courses.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Understand the development and integration of skills and knowledge in their chosen field.
- Show personal development and initiative through the production of a substantial body of work.
- Demonstrate through verbal exchange an understanding of the discourses (historical / social etc.) which support and inform their practice.
- Demonstrate a level of maturity and outlook commensurate with entry to HE courses.
- Understand and develop the relationship between drawing/visual research and the chosen specialist areas.
- Initiate and develop a body of work, which is personal and relevant to the student.

DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Peter Thomson	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

This module is intended to give the student the opportunity to pursue their own interests in a chosen area of study, either through self-initiated projects or through set briefs. It is important that students do not perceive their specialism in too narrow a fashion; consequentially a range of approaches and methods of working within the specialist area will be promoted. Drawing and an interdisciplinary approach will be encouraged.

From the diagnostic module, learners will have made certain preferences as to which discipline they wish to develop.

Learners will receive consistent tutorials to help develop their personal briefs and will receive support and guidance when taking their ideas from theory to practice. Depending on which direction they want to take, lectures with expertise in that discipline will teach and support them to acquire the skills necessary to produce a body of work in that area.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Tutorial (scheduled)	5	
Project supervision (scheduled)	5	
Demonstration (scheduled)	40	
Supervised time in the studio/workshop (scheduled)	120	
Practical classes in studio/workshop (scheduled)	30	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A	Approved by Peter Hubert Date: 01/09/2009
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Date:	
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: <i>HJFN013</i>	MODULE TITLE: Major Project
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CREDITS: 20	FHEQ LEVEL: 0	JACS CODE: W900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Major project is the culmination of the course and consequentially should represent the highest level of achievement attainable by the student at this stage of their development. The student must construct a programme of work for themselves which reflects their understanding of the course in total. The work produced for the major project should form a significant proportion of the Final Assessment Exhibition.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

- To provide the opportunity for each student to demonstrate the knowledge and skills she/he has acquired over the course, within the framework of their specialist area of study.
- To provide the opportunity to present a body of work in the context of an exhibition.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Produce a body of work in their chosen area of study showing the process from initiation to conclusion.
- Present a conclusive body of work in a coherent, informative and professional manner within the framework of an exhibition.

DATE OF APPROVAL: May 2003	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: September 2003	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 1	NATIONAL COST CENTRE: N/A
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MODULE LEADER Peter Thomson	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

The Major project is the culmination of the course and consequentially should represent the highest level of achievement attainable by the student at this stage of their development. The students must construct a programme of work for themselves, which reflects their understanding of the course in total. The work produced for the major project should form a significant proportion of the Final Assessment Exhibition.

As the self-directed module ends learners receive a tutorial/s to discuss and assess the body of work completed. From this tutorial the learner will discuss what they propose to do for their exhibition. The student may decide to produce work that is entirely new or have the choice to continue developing the body of work from the self directed module. Students will be supported to produce a sophisticated body of work that represents their passion and their skill set that cumulates as a collection of work fit for exhibition.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Tutorial (scheduled)	5	
Project supervision (scheduled)	45	
Demonstration (scheduled)	20	
Practical classes and workshops (scheduled)	70	
Supervised time in studio/workshop (scheduled)	60	
	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: N/A	Approved by Peter Hubert Date: 01/09/2009
Date:	



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
Foundation Degree Art and Design**

2015 – 16

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to Highlands College Foundation Degree in Art & Design

Welcome to the Foundation Degree in Art and Design. The FdA Art and Design sets out to provide some of the essential skills and knowledge that are required to operate as an artist or designer in Jersey. The business module is structured to enable students to set up and run a small studio or workshop producing and selling their work on a commercial basis. This will include business planning, sourcing goods and services, pricing and online, as well as local, marketing. Networking skills to enable students to develop a range of contacts in the Island will be covered as will as pitching for sponsorship or commissions/projects in open competition. Students will be guided in contextualising visual art in an island community whilst avoiding insularity. The course will place students in a position to contribute directly to the growth of the Island's cultural economy.

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 the College / University Student handbook available on the Mohawk Wiki which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Full / Part Time: PT

Programme Structure for FdA Art and Design

Year 1			
Module Code	Module Title	No. of Credits	Core / Optional
HIGH1010	Contextual and Aesthetic Studies	20	Core

Year 2			
Module Code	Module Title	No. of Credits	Core / Optional
HIGH1026	Professional Practice	20	Core

HIGH1011	Introduction to Art and Design	20	Core
HIGH1015	Business Practice for Art and Design	20	Core
HIGH1008	Visual Studies 1	10	Core

HIGH1033	Project Based Ideas and Making	20	Core
HIGH1012	Visual Studies 2	10	Core

Year 3			
Module Code	Module Title	No. of Credits	Core / Optional
HIGH2010	Negotiated Art and Design Project 1	30	Core
HIGH2011	Research Relevant to Practice	20	Core
HIGH2009	Developmental Drawing 1	10	Core

Year 4			
Module Code	Module Title	No. of Credits	Core / Optional
HIGH2013	Negotiated Art and Design Project 2	30	Core
HIGH2012	Developmental Drawing 2	10	Core
HIGH2014	Art and Design Research Presentation	20	Core

General Assessment Criteria

FdA Art and Design Stage 1 - Assessment Criteria

Grading criteria used in the assessment of FDA Art & Design	DISTINCTION A+ 99 – 90 A 89 – 80 A- 79 – 70	PASS B+ 69 68 67 B 66 65 64 63 B- 62 61 60	PASS C+ 59 58 57 C 56 55 54 53 C- 52 51 50	PASS D+ 49 48 47 D 46 45 44 43 D- 42 41 40	FAIL 39 – 30	FAIL 29 and below
Knowledge and Understanding analysis, context and synthesis	Deploys appropriate methods of enquiry supported by critical reasoning and lucid analysis. Demonstrate through work and debate a command of relevant contemporary practice. Effectively employs conceptual tools to formulate proposals.	Demonstrates an understanding of contemporary practice capable of supporting personal proposals and solutions.	Demonstrates a facility in research activities. Is familiar with a range of contemporary practice and can apply these with limited appropriateness.	The research is not thoroughly critical or analytical. Is familiar with some examples of contemporary practice but these are narrow and not always relevant to the work produced.	Research methods very narrow lacking analysis and evidence of a critical approach. Insufficient knowledge of contemporary practice to support the work attempted.	Little evidence of serious research. Inadequate knowledge of contemporary practice.
Realisation application of knowledge and understanding, process and materials, visual constructs, written work	Identifies a range of apposite sources. Demonstrates conceptual and practical work through a creative synthesis of ideas, media and processes.	Identifies a range of sources through discussion. Achieves originality through and inventive and imaginative use of appropriate media. Achieves solutions which provoke thoughtful responses to the work's primary content.	Synthesises media/ideas to achieve organised work which communicates its intentions and meanings.	Source material is limited and not fully examined lacking evidence of personal concern and relying on guidance. Can deploy medium and ideas with limited investigation to achieve a competently organised but predictable piece of work.	Source material reveals little evidence of personal involvement and has been selected uncritically. Shows little evidence of exploration in the chosen medium. Work remains unresolved.	Source material lacks evidence of personal interest or relevance. Can provide no convincing justification for choice of medium and shows little concern for it. Little work produced all of which is unresolved.
Evaluation reflection and verbal/written communication	Recognises and understands the work's content and potential. Confident in applying own criteria and judgement in a range of situations. Assured and convincing in articulation and justification of a personal perspective.	Applies judgement with some support and encouragement. Formulates and expresses personal ideas effectively.	Has examined and understood most aspects of the work produced. Relies but also acts upon tutorial guidance in the development of work. Can articulate intentions and ideas.	Has realised some of the intentions but not seen the contradictions or possible routes for improvement that exist in the work. Needs strong guidance to recognise these elements. Can express ideas and intentions but is unable to debate them critically.	The work fails short of realising the intentions and shows little evidence of understanding. Lacking a critical approach and unable to evaluate progress. Expression of thoughts and ideas confused.	Intentions too muddled to support realisation. Lacks facility to evaluate the work and the working process. Has few ideas to express.
Self-management attendance, organisation and time planning	Uses time fully and effectively. Accepts accountability for personally devised action plans and desired outcomes.	Uses time fully and productively. Sets own goals.	Uses time fully.	Participation and use of time less than required.	Unreliable participation and seeming lack of planning.	Little participation and unproductive use of time.

FdA Art and Design Stage 2 - Assessment Criteria

Grading criteria used in the assessment of FDA Art & Design	DISTINCTION A+ 99 – 90 A 89 – 80 A- 79 – 70	PASS B+ 69 68 67 B 66 65 64 63 B- 62 61 60	PASS C+ 59 58 57 C 56 55 54 53 C- 52 51 50	PASS D+ 49 48 47 D 46 45 44 43 D- 42 41 40	FAIL 39 – 30	FAIL 29 and below
Knowledge and Understanding analysis, context and synthesis	Deploys appropriate methods of enquiry supported by critical reasoning and lucid analysis. Demonstrate through work and debate a command of relevant contemporary theory and practice. Effectively employs conceptual tools to formulate proposals and personal solutions.	Deploys appropriate methods of enquiry in conjunction with an aptitude for questioning analysing and reasoning. Demonstrates an understanding of contemporary practice capable of supporting personal proposals and solutions.	Demonstrates a facility for questioning and reasoning in research activities. Is familiar with a range of contemporary practice and can apply these with limited appropriateness.	The research is not thoroughly critical or analytical. Is familiar with some examples of contemporary practice but these are narrow and not always relevant to the work produced.	Research methods very narrow lacking analysis and evidence of a critical approach. Insufficient knowledge of contemporary practice to support the work attempted.	Little evidence of serious research. Inadequate knowledge of contemporary practice.
Realisation application of knowledge and understanding, process and materials, visual constructs, written work	Identifies and investigates a range of apposite sources. Demonstrates conceptual and practical originality through a creative synthesis of ideas, media and processes.	Identifies a range of sources and through discussion recognises the possibilities and limitations of their application. Achieves originality through inventive and imaginative use of appropriate media. Achieves solutions which provoke thoughtful responses to the work's primary content.	Able to identify essential sources in a context of discussion and guidance. Synthesises media/ideas to achieve organised and resolved work which communicates its intentions and meanings clearly.	Source material is limited and not fully examined lacking evidence of personal concern and relying on guidance. Can deploy medium and ideas with limited investigation to achieve a competently organised but predictable piece of work.	Source material reveals little evidence of personal involvement and has been selected uncritically. Shows little evidence of exploration in the chosen medium. Work remains unresolved.	Source material lacks evidence of personal interest or relevance. Can provide no convincing justification for choice of medium and shows little concern for it. Little work produced all of which is unresolved.
Evaluation reflection and verbal/written communication	Recognises and understands the work's structure, content and potential. Confident in applying own criteria and judgement in a range of situations. Assured and convincing in articulation, rationalisation and justification of a personal perspective.	Critically reviews the validity and significance of all work produced. Applies judgement with some support and encouragement. Formulates and expresses personal ideas effectively.	Has examined and understood most aspects of the work produced. Relies but also acts on tutorial guidance in the development of work. Can articulate intentions and ideas.	Has realised some of the intentions but not seen the contradictions or possible routes for improvement that exist in the work. Needs strong guidance to recognise these elements. Can express ideas and intentions but is unable to debate them critically.	The work falls short of realising the intentions and shows little evidence of understanding. Lacking a critical approach and unable to evaluate progress. Expression of thoughts and ideas confused.	Intentions too muddled to support realisation. Lacks facility to evaluate the work and the working process. Has few ideas to express.
Self-management attendance, organisation and time planning	Uses time fully and effectively. Accepts accountability for personally devised action plans and desired outcomes.	Uses time fully and productively. Sets own goals.	Uses time fully.	Participation and use of time less than required.	Unreliable participation and seeming lack of planning.	Little participation and unproductive use of time.

3. Course Resources

The School of Art employs one full time technician whose skills base provides enormous flexibility for the realisation of students' creative ideas. There is additional technician support devoted to the Faculty's Apple Mac resources and photographic/video equipment. The main Apple Mac studios are located in the Media Centre next door to the School of Art and part of the same Faculty. These are supplemented by an open access computer room in the School of Art.

The Learning Resource Centre located in the Turner Building has a stock of art and design books and journals and is supplemented by the private collection bequeathed by Ralph Elliott, a former member of staff, which is located in the School of Art.

Each student is allocated their own space in the Degree Studio. You will have access to the 3D, ceramics and glass, sculpture, textiles and printmaking workshops as well as the darkroom, photographic and video studios and Apple Mac facilities. Additionally, if needed, access to the trade workshops, e.g., welding and stone cutting can be arranged.

4. Employment and Progression Opportunities

The FdA Art and Design has two approved academic progression routes:

- BA (Hons) Contemporary Creative Practice
- BA (Hons) Art and Design

The BA (Hons) Contemporary Creative Practice is run at the Cambourne campus of Cornwall College and, like the FdA Art and Design, is validated by Plymouth University. At Cambourne students have access to a very similar range of workshop facilities to those at Highlands and the ethos of the course is a very close fit with this one.

The BA (Hons) Art and Design is at Plymouth University giving students access to a full university experience.

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places maybe subject to availability.

Plymouth University calculates the marks for your degree to include marks from each stage of study.

10% from Stage 1 (Level 4) – calculated from the highest achieved 80 credits

30% from Stage 2 (Level 5)

60% from Stage 3 (Level 6 - if you choose to progress and top up)

If you progress to the final stage (level 6) of a Plymouth University programme then your stage 1 (highest achieved 80 credits) will account for 10% of your mark, stage 2 aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 60% of your final degree classification.

If you progress into Level 5 at Plymouth University then 10% (of the highest achieved 80 credits) will come from Stage 1 and then the 30% will be drawn from your Stage 2

aggregate mark at Plymouth University and then 60% from Stage 3 aggregate mark at Plymouth University.

Your Programme Manager has access to University staff and is able to communicate your questions regarding progression to programmes at Plymouth University.

Progression routes are correct at the time of publication but may subsequently be amended. More information on individual programme progression is available in your Programme Quality Handbook.

5. Module Records

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

MODULE CODE: HIGH1008	MODULE TITLE: Visual Studies 1
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CREDITS: 10	FHEQ LEVEL: 4	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> Drawing is the basis of all art and design activities. This module provides the opportunity to develop drawing skills and visual awareness as appropriate to the needs of the student. This will include observational drawing and drawing as a means of developing and expressing ideas.</p>

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0%
E2 (OSCE)	0%	C2	0%	P3	0%
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design
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Professional body minimum pass mark requirement: n/a

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To develop the understanding and application of drawing and mark making. To support and enhance the work of the individual student. To provide regular opportunities to practice drawing skills in a structured environment.

<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> Demonstrate drawing skills. Apply drawing in support of own work.
--

- Understand the importance of drawing as part of the art and design process.
- Show an understanding that drawing is a broad concept and not a narrow one.
- Make evaluations of their own work.
- Make informed decisions about their own and others work supported by research.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Sarah Jordan	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Nick Romeril, Peter Thomson
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<p>Summary of Module Content</p> <p>Studio based drawing activities supported by observational drawing which will explore and develop the student's understanding of and ability in drawing as a means of developing and expressing ideas. The student will be encouraged to explore drawing as a means of supporting their own practice, selecting media and methods as appropriate for their own work and area of practice.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Practical classes and workshops	25	
Tutorials	25	
Seminar	10	
Supervised time in studio/workshop	40	
Total 100		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1010	MODULE TITLE: Contextual & Aesthetic Studies
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
An introduction to understanding current and historical discourses to develop skills in secondary research and critical evaluation. An introduction to primary research to enable the student to produce a report based on available accessible material.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop an understanding of current and historical discourses, including the nature of aesthetics, gender and non-western art.
 - To introduce students to resources for primary research.
 - To develop skills in research and critical evaluation.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
- Articulate a line of argument to support a conjecture in relation to contextual and aesthetic issues.
 - Access and use a range of appropriate resources to research a topic of interest.
 - Engage in meaningful discussion in seminars as a consequence of thorough preparatory reading.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Linda Burton	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden N/A
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Summary of Module Content

Through seminars, lectures, tutorials and visits the students will learn about the issues and debates relevant to contextual and aesthetic studies. They will be introduced to appropriate research methodologies to enable them to engage in primary research.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	150	
Tutorials	50	
Total 200		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1011	MODULE TITLE: Introduction to Art & Design
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: W790
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 An introduction to art and design through workshops and studio practice intended to ensure students are familiar with the scope of materials, processes and practices available to them in the development of their personal practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 To introduce a range of art and design disciplines and to encourage exploration and experimentation.

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

- Demonstrate the use of a broad range of processes, materials and media.
- Develop practical skills and concept development skills to explore creative potential.
- Analyse personal objectives and outcomes.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Sarah Jordan/Jason Butler	OTHER MODULE STAFF: Marc McCarty/ Chantal Venton
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<p>Summary of Module Content</p> <p>A basic understanding of processes, equipment and media which will enable the student to communicate and exchange ideas and concepts through a range of art and design processes. The module is studio/workshop based and will allow the student to develop practical skills through experimentation.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	50	
Supervised time in studio/workshop	100	
Seminars	50	
Total 200		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1012	MODULE TITLE: Visual Studies 2
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CREDITS: 10	FHEQ LEVEL: 4	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Drawing is crucial to the ongoing development of artistic practice. This module provides the opportunity to build on the experience of Visual Studies 1. This will include an extended exploration of observational and developmental drawing with particular emphasis placed on experimentation and research.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop the understanding and application of drawing and mark making.
 - To support and enhance the work of the individual student.
 - To provide regular opportunities to practice drawing skills in a structured environment.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate drawing skills.
 - Apply drawing in support of own work.
 - Understand the importance of drawing as part of the art and design process.
 - Show an understanding that drawing is a broad concept and not a narrow one.
 - Make evaluations of their own work.
 - Make informed decisions about their own and others work supported by research.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler	OTHER MODULE STAFF: Sarah Jordan http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

Observational and research based drawing which will explore and extend the student's understanding of and ability in drawing as a means of developing and expressing ideas. The student will continue to explore drawing as a means of supporting their own practice, selecting media and methods as appropriate for their own work and area of practice. The student will research contemporary and historical drawing.

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

Scheduled Activities	Hours	Comments/Additional Information
Supervised time in studio/workshop	150	
Tutorials	25	
Seminar	25	
Total 100		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1015	MODULE TITLE: Business Practice for Art & Design
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 An introduction to business practice as needed to run a small business or partnership. The module will deal with business as it relates to art and design practice. It will cover business finance, planning, legal aspects, intellectual property, taxation, marketing (including web-based), sourcing goods and services, obtaining sponsorship and networking.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 To give the student a basic understanding of how to set up a business and workshop, including financial control and costing, employment law, taxation, legal liability, intellectual property rights, sourcing, marketing and retail. Students will be able to set up and run a simple website for marketing and sales purposes, construct a case to obtain sponsorship and exhibition space.

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

- Write a realistic business plan.
- Investigate marketing and retail opportunities
- Set up a simple web site to promote and sell their work
- Demonstrate an understanding of employment, taxation and intellectual property issues
- Present a case to obtain sponsorship or exhibition space

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Linda Burton
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Summary of Module Content

Introduction to the basic business knowledge needed for running a small business/studio. The student will be able to produce a case study and personal portfolio relevant to their own area of practice including a business plan, website, and sponsorship or exhibition presentation.

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

Scheduled Activities	Hours	Comments/Additional Information
Practical classes and workshops	50	
Seminars	20	
Guided independent study	100	
Tutorials	30	
Total 200		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E_		0%	
	T_		0%	
Coursework	C_		0%	
Practice	P_		100%	

Updated by: JB Date: 21.3.2013	Approved by: PH Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1026	MODULE TITLE: Professional Practice
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles. Students will also undertake external work with an outside agency.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
 - To enable students to be informed on up to date and relevant theoretical perspectives.
 - To support students in developing as autonomous learners at HE level.
 - To give students the experience of creative activity under commercial and time constraints and how this influences their output

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate a resolution between creative activity and externally set constraints.
 - Work with an outside agency.
 - Develop networking skills and work within a team.
 - Use research as a tool to demonstrate their understanding of their own practice.
 - Demonstrate an ability to locate and critically evaluate information from a variety of sources.
 - Identify a personal approach to their own practice in an independent manner
 - Demonstrate an ability to communicate effectively with staff and peers in styles appropriate for a variety of professional purposes and audiences.
 - Evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL: 14/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR:	NATIONAL COST CENTRE:
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MODULE LEADER: Jason Butler & Linda Burton	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content

Through a series of tutorials and specialist referral if necessary students will be introduced to:

- Time management and planning
- Accessing, extracting and interpreting appropriate information from books, journals and online
- Working within a team in a manner that underlines the key components of good professional practice

Work based learning will take place through working with an outside agency taking into account Health and Safety, Employment Rights and Responsibilities

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Guided independent study	150	
Work-based learning	50	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0 %	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1033	MODULE TITLE: Project Based Ideas & Making
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CREDITS: 10	FHEQ LEVEL: 4	JACS CODE: W900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module aims to extend working practice and knowledge in an increasingly focussed way. Either through a new project or a continuation of pre-existing work, students will identify either a design based concept or a fine art concept and endeavour to investigate it through experimentation, research and practical work</p>

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design					
Professional body minimum pass mark requirement: n/a					

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To extend students knowledge of subject area. To develop process of idea generation and development. To enhance practical skills and processes. To identify appropriate resources and relevance. To develop time management skills and planning. To develop an awareness of personal working practice.
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<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> Write a proposal outlining aims and objectives. Demonstrate clear development of concept and increasing sophistication of ideas . Demonstrate knowledge of working practice and extended technical skills. Produce a body of work reflecting an experimental approach to media and conceptual processes.
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DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/15	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler/Marc McCarty/Sarah Jordan	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden
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<p>Summary of Module Content</p> <ul style="list-style-type: none"> • Proposal structure • Methods of experimentation, research and idea generation and recording • Workshop/studio based work.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	75	
Supervised time in studio/workshop	75	
Practical classes and workshops	50	
Seminars	50	
Total 200		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.3.2013	Approved by: PH	Date: 21.3.2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2009	MODULE TITLE: Developmental Drawing 1
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CREDITS: 10	FHEQ LEVEL: 5	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Extend students visual research skills and awareness of the value of drawing within art and design.
 Introduce the practice of generating briefs which reflect personally identified objectives reflecting how drawing in all its many forms, can inform personal practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop drawing skills and the ability to employ a range of materials effectively.
 - To develop knowledge of drawing as an art form in all of its different guises.
 - To use drawing as a means of exploring ideas and responding to briefs.
 - Broaden students' theoretical and contextual knowledge of the subject.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate further development and application of the fundamentals of drawing.
 - Use drawing as a means of recording information, exploring ideas, expressing interpretation and extending creative practice.
 - Exercise skills of self-governance and personal application.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR:	NATIONAL COST CENTRE:
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MODULE LEADER: Jason Butler	OTHER MODULE STAFF: Sarah Jordan http://www.plymouth.ac.uk/staff/rboden
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<p>Summary of Module Content</p> <p>Use of line, tone, colour and mark making within developmental drawing including figure, craft-based and abstract work. Use of drawing to visualise and develop visual understanding.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Practical classes and workshops	25	
Seminar	50	
Supervised time in studio/workshop	25	
Total 100		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.03.13	Approved by: PH	Date: 21.03.13
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2010	MODULE TITLE: Negotiated Art & Design Project 1
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CREDITS: 30	FHEQ LEVEL: 5	JACS CODE: W900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
Through practical work, research and resolution of ideas, develop and extend self-negotiated study to demonstrate coherent and progressive development of practical skills and conceptual thinking.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design					
Professional body minimum pass mark requirement: n/a					

MODULE AIMS:

- To develop ideas and concepts
- To develop practical work through an experimental approach, being open to a range of media and its possibilities
- To extend students knowledge of historical and contemporary practitioners and to develop knowledge of art theory
- To develop working practice and commence a body of work

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

- Develop a self-negotiated proposal which articulates: a personal research plan, description of ideas and concepts, appropriate media and processes.
- Commence a body of work which demonstrates: imagination; inventive and experimental use of media; development of intentions through the work.
- Participate in theory/practice critical discussion with fellow students and tutors.
- Develop a process of verbal and written self-evaluation which demonstrates an awareness of strengths and weaknesses.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/2015	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler & Sarah Jordan	OTHER MODULE STAFF: Peter Thompson http://www.plymouth.ac.uk/staff/rboden
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<p>Summary of Module Content</p> <p>Written proposal A series of experimental works originating from the proposal A self-negotiated programme of study that outlines intentions and prospective processes</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Supervised time in studio/workshop	100	
Tutorials	75	
Practical classes and workshops	75	
Seminar	50	
Total 300		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.03.13	Approved by: PH	Date: 21.03.13
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2011	MODULE TITLE: Research Relevant to Practice
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: W990
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N (<i>if No identify programmes in notes box below</i>)
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 Students will explore different research methodologies and how this impacts on their personal practice. They will be required to justify the use of specific methodologies in relation to intended outcomes. The module will provide group discussion and tutorials and the student will keep a portfolio of their research.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop a number of research methods.
 - To broaden knowledge of artistic practitioners/designer makers, both historically and contemporary.
 - To increase awareness of the relevance of research.
 - To encourage critical analysis of research and its impact on practice.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Identify appropriate sources.
 - Justify the selection of specific research methods in particular contexts.
 - Produce a portfolio containing relevant research.
 - Demonstrate an awareness of historical and contemporary practice and how this impacts on students work.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/2015	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler	OTHER MODULE STAFF: Sarah Jordan http://www.plymouth.ac.uk/staff/rboden
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Summary of Module Content
Research methodologies
Methodology selection criteria

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	50	
Supervised time in studio/workshop	100	
Seminar	50	
Total 200		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.03.13	Approved by: PH	Date: 21.03.13
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2012	MODULE TITLE: Developmental Drawing 2
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CREDITS: 10	FHEQ LEVEL: 5	JACS CODE: W110
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Building on the experience of Developmental Drawing 1 further extend students visual research skills and awareness of the value of drawing within art and design.
 Consolidate on the practice of generating briefs which reflect personally identified objectives reflecting how drawing in all its many forms, can inform personal practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop drawing skills and the ability to employ a range of materials effectively.
 - To develop knowledge of drawing as an art form in all of its different guises.
 - To use drawing as a means of exploring ideas and responding to briefs.
 - Broaden students' theoretical and contextual knowledge of the subject.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Demonstrate further development and application of the fundamentals of drawing.
 - Use drawing as a means of recording information, exploring ideas, expressing interpretation and extending creative practice.
 - Exercise skills of self-governance and personal application.
 - Demonstrate knowledge of drawing in an historical and contemporary context.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/2015	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Sarah Jordan
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<p>Summary of Module Content</p> <p>Continued use of line, tone, colour and mark making within developmental drawing including figure, craft-based and abstract work.</p> <p>Use of drawing to visualise and develop visual understanding extending research based knowledge relevant to personal practice.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	25	
Supervised time in studio/workshop	75	
Total 100		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.03.13	Approved by: PH	Date: 21.03.13
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH2013	MODULE TITLE: Negotiated Art & Design Project 2
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CREDITS: 30	FHEQ LEVEL: 5	JACS CODE: W900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
Through a clear and rigorous proposal, produce a sustained body of work which is a combination of the experience gained throughout Stage 2.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design					
Professional body minimum pass mark requirement: n/a					

- MODULE AIMS:**
- To clarify objectives and aspirations in response to concepts worked developed previously.
 - To consolidate on practical work produced previously.
 - To recognise strengths and weaknesses of concept and practical work and develop a self-initiated programme aimed at resolution.
 - To consolidate the use of appropriate media relevant to individual programmes of study.
 - To continue to extend students knowledge of historical and contemporary practitioners and to develop knowledge of art theory.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
- Further develop a self-negotiated proposal, which articulates: a personal research plan, description of ideas and concepts, appropriate media and processes.
 - Produce a body of work drawing upon previous experience that demonstrates: imagination; effective, inventive and appropriate use of media; development and realisation of intentions through the work.
 - Participate in rigorous theory/practice critical discussion with fellow students and tutors.
 - Through a process of verbal and written self-evaluation demonstrate an awareness of strengths and weaknesses.

DATE OF APPROVAL: 27/01/2009	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2014/2015	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Jason Butler & Sarah Jordan	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Peter Thompson
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<p>Summary of Module Content</p> <p>Written proposal</p> <p>A body of work originating from the proposal</p> <p>A self-negotiated programme of study that consolidates on technical and theoretical practice</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Supervised time in studio/workshop	150	
Tutorial	75	
Practical classes and workshops	25	
Seminar	50	
Total 300		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB	Date: 21.03.13	Approved by: PH	Date: 21.03.13
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2014	MODULE TITLE: Art & Design Research Presentation
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: W990
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N (<i>if No identify programmes in notes box below</i>)
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 Group research meetings and tutorials will culminate in a presentation representative of the whole group's efforts in investigating an agreed art/design contextual subject. An individual written report is submitted at the time of the presentation, by each of the group members.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	0%	C1	100%	P1	0% or Pass/Fail
E2 (OSCE)	0%	C2	0%	P3	0% or Pass/Fail
T1 (in-class test)	0%	A1	0%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Art & Design					
Professional body minimum pass mark requirement: n/a					

- MODULE AIMS:**
- To change the pattern of research for each student by introducing the dynamics of group co-operation towards an assessed outcome.
 - To broaden the academic experience through contextual and historical research.
 - To increase each student's awareness of the value of presentation expertise.
 - The opportunity to improve writing skills in the submission of a concise report.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Work collaboratively to plan, organise, research and prepare material for public presentation across a range of presentation media, e.g., slide production, poster printing, public speaking, audio and video recording and editing, also selection of appropriate presentation formats, report writing, IT.
 - Have gained an experience of group practice in art and design theory, necessitating co-operation and organisation.
 - Have increased their knowledge of the history of art and design, specifically through group investigation and attendance/participation at peers' presentations.

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DATE OF IMPLEMENTATION: 01/09/2009	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: N/A	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR:	NATIONAL COST CENTRE:
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MODULE LEADER: Linda Burton	OTHER MODULE STAFF: http://www.plymouth.ac.uk/staff/rboden Jason Butler
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<p>Summary of Module Content</p> <p>The range of themes for presentation are to be found in the general, historical and contextual investigation of visual communication, ranging through different media, eras, iconographies and agendas</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	100	
Seminar	50	
Guided independent study	50	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E_		0%	
	T_		0%	
Coursework	C_		100%	
Practice	P_		0%	

Updated by: JB Date: 21.03.13	Approved by: PH Date: 21.03.13
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**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
FdA Business & Management
2015 – 16**

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to FdA Business & Management.

Welcome to the Foundation degree in Business & Management

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 the College / University Student handbook available at <http://www.highlands.ac.uk/moodle/course/view.php?id=316> which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

PROGRAMME SPECIFICATION¹

Programme Title: FdA Business & Management

(Note: a separate programme specification is required for embedded programmes, i.e. HNC etc)

Partner Delivering Institution: Highlands College

Start Date: 2015-16

First Award Date: July 2016 Full-time and Part-time

Date(s) of Revision(s) to this Document: 9th September 2015

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education². The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes³.

¹ This Programme Specification contains no information pertaining and/or referring to any individual and is therefore appropriate for dissemination as a public document.

² QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf>, last accessed 28th July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

³ If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site(s):	Highlands College, Jersey
Accrediting Body:	N/A
Language of Study:	English ⁴
Mode of Study:	Full-time / Part-time
Final Award:	FdA Business & Management
Intermediate Award:	NA
Programme Title:	FdA Business & Management
UCAS Code:	N/A
JACS Code:	N200
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) Foundation Degree Qualification Benchmark (FDQB). QAA Subject Benchmark for General Business & Management.
Date of Programme Approval:	May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

The FdA Business & Management has been designed in partnership with a diverse range of organisations which contribute to the economy of Jersey and with Plymouth University. The modules studied gives students knowledge and understanding of a wide range of subjects which impact on and influence Business & Management practices relevant to the Jersey economy and the wider business sector. On completing this programme students will have developed the personal, professional and academic skills needed to embark on a successful career in business or management.

To develop the personal and professional skills required, students must undertake extensive periods of Work-based Learning placements in business organisations which operate in Jersey. Work-based Learning placements not only allow the development of personal and professional skills but support student learning as academic theory can be linked to work practices. These paid placements are an integral part of the course and allow students to earn while they learn.

⁴ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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

NA

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

The programme will deliver:

A1: An informative and challenging programme of study for those wishing to work in business organisations and management. It will develop a detailed knowledge and understanding of business organisations, their systems and processes, and the changing environment in which they operate. It also allows students to understand the theories, models, frameworks and roles of management and the processes for decision making in Business & Management.

A2: The development of cognitive and intellectual skills to evaluate diverse business organisations, their performance, systems, and staff using a range of analytical, problem solving and planning tools.

A3: Enable students to build a range of transferable skills including communication skills ensuring the ability to communicate effectively using both qualitative and quantitative information through a range of media used in businesses.

A4: Skills in the development of reflection, professional development and personal development planning to ensure individuals can work under their own initiative or as part of a team and engage with life-long learning, career planning and career development.

A5: Customer service skills, IT Skills, numerical skills, literacy based skills and a range industry skills used in Business & Management.

PS6. Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate knowledge and understanding of a range of business organisations, their systems and processes, the changing environment in which they operate including, the regulations, organisation, underlying concepts, principles and theories which underpin businesses. To understand the theories, models, frameworks and roles of management and the processes for decision making in Business & Management.

ILO2: Analyse, appraise and evaluate qualitative data and quantitative information. To develop argument underpinning sound judgment in accordance with the principles, theories and best practice models relevant to Business & Management in different contexts, particularly in relation to working practice.

ILO3: Work as an effective member of staff; able to work as part of a team, communicate effectively, take responsibility, manage their time effectively and meet deadlines.

ILO4: Reflect and evaluate their own experience enabling them to investigate and analyse career opportunities identifying the limits of their knowledge and understanding and enabling them to engage fully in personal development and career planning.

ILO5: To use professional and practical skills relevant to a range of businesses services, such as customer service skills, IT skills (both generic and specific to Business & Management). To use literacy skills and numeracy skills in academic study and in employment.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

This programme is distinct in several aspects: firstly, the curriculum is designed in partnership with local businesses to ensure its relevance and currency; secondly, delivery of the programme is by lecturers with experience in their business sectors; thirdly, the programme allows students to develop work-place skills and their professional network through extended periods of work-placement which also allows students to apply what they learn in the classroom to a real-world context. The programme benefits from the close working relationships that the programme team have developed with a range of organisations across the Jersey economy. The key features of WBL are:

Help in preparation of CV and interview skills.

The opportunity to meet organisations prior to formal interview.

Facilitation of a placement with a partner organisation through a supported but competitive interview process

Organisational mentor who supports the student while they are in the placement organisation.

Academic and tutorial support of the student by a programme tutor visiting the student while they are on placement in the organisation.

A payment of £250 per week while the student is in placement if the organisation is happy with their conduct and performance in placement.

Extensive period spent in placement, up to 24 weeks over two academic years.

Students are also offered the opportunity of taking part in an overseas study trip however this is dependent on the number of students wishing to participate.

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 = 6

Target student numbers per stage = 12

Maximum student numbers per stage = 15

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.

BA (Hons) Business & Management, (Plymouth University validated), Highlands College. Direct entry to one year top up programme.

BA (Hons) Business degree taught at Plymouth University. Direct entry to stage 3.

Other Higher Education degree providers also recognise the FdA Business & Management degree as an entry qualification to the third year of their business degrees programmes.

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

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	Minimum of 5 GCSE's at Grade C which must include Maths and English.

Level 3: at least one of the following: <ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers: 	<p>Normally 160 UCAS points from two A Levels at C grade, or equivalent, but subject to interview.</p> <p>When English is not the first language of the applicant they will need to achieve 6.5 in the IELTS examination.</p>
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit
APEL / APCL⁵ possibilities:	APL will be considered for all modules on the programme under the appropriate Plymouth University Regulations.
Interview / Portfolio requirements:	Interviews will be required with each applicant to ensure they have the appropriate personal and academic skill set to embark on the course and ensure they are aware of the structure and content of the programme. Applicants are also required to submit a 1000 word written assignment on the local economy.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Prior to embarking on WBL placements students will be required to undergo a company screening process funded by the company. Alternatively the company may ask the student to complete a Disclosure and Barring Service (DBS) check funded by the student.

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.

⁵ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

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

Subject External Examiner(s):

The list below indicates the modules allocated to the Business & Management External Examiner. The other modules are allocated to the external examiner for the FdA Financial Services. New and revised modules will be allocated appropriately.

FdA Business & Management

HIGH1054 Professional Practice

HIGH1051 Business Relationship and Customer Service Management

HIGH1055 Business Information Systems

HIGH1031 IT & Numerical Analysis

HIGH1052 Business Law & Financial Services regulation

HIGH2042 Operations and Process management

HIGH2041 Human Resource management

HIGH2057 People and Organisations

HIGH2043 Marketing

Additional stakeholders specific to this programme:

Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation Questionnaires, individual academic tutorials and through the class representatives.

Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings or contacts through e-mail and social media.

Organisations are also engaged through a number of different processes. These include focus groups, particularly through the programme development phase; individual organisation feedback is gathered when the Work Based Learning tutor visits students in placement. Interviews and discussion are held with a network of senior managers in a range of organisations. Contacts are also made with Skills Jersey and the Chamber of Commerce, as well as organisations which have worked with the programme since its inception.

PS12. Programme Structure⁶

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

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

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

FHEQ level: 4 For: FdA Business & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	All are core modules	20 20 20 20 20 20	HIGH1054 Professional practice HIGH1055 Business information systems HIGH1051 Business relationship and customer service management HIGH1052 Business law & financial services regulation HIGH1031 IT and numerical analysis HIGH1057 Business accounting

⁶ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

FHEQ level: 5 For: FdA Business & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	All are core modules	20 20 20 20 20 20	HIGH2039 Macro and micro economics HIGH2057 People & organisations HIGH2058 Research, analysis & decision making HIGH2042 Operations and process management HIGH2043 Marketing HIGH2041 Human resource management

FHEQ level: 4 For: FdA Business & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	All are core modules	20 20 20	HIGH1054 Professional practice HIGH1051 Business relationship and customer service management HIGH1052 Business law & financial services regulation

FHEQ level: 4 For: FdA Business & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	All are core modules	20 20 20	HIGH1055 Business information systems HIGH1031 IT and numerical analysis HIGH1057 Business Accounting

FHEQ level: 5 For: FdA Business & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
3	All Year	All are core modules	20 20 20	HIGH2057 People & organisations HIGH2042 Operations and process management HIGH2043 Marketing

FHEQ level: 5 For: FdA Business & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
4	All Year	All are core modules	20 20 20	HIGH2039 Micro and macro economics HIGH2058 Research, analysis & decision making HIGH2041 Human resource management

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁷

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

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

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Knowledge and understanding of organisations, the external environment they operate in e.g. Jersey, UK and international, and also how they are managed. (GBM 3.2) Within this framework knowledge of a number of sectors such as markets, customers, numerical techniques, team working and people will be demonstrated. (GBM 3.1-3.7)</p> <p>Show knowledge of the interpretation of ideas and experience of practice within</p>					

⁷ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

the context of employment within the sector (FDQB).					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Demonstrate a basic appreciation of the nature and context of organisations and their management in the Jersey, UK and international context.</p> <p>How information and data can be processed and interpreted for business purposes.</p> <p>Basic reflection and self- awareness. Be able to articulate a limited understanding of the knowledge base and terminology related to Business & Management including a basic fundamental concepts and principles which underpin their study.</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, learning from work experience.</p> <p>Secondary/Supplementary: Guest speakers, organisational visits, case studies, individual and group research.</p>	A1	ILO1, ILO2	<p>Coursework Written Reports Essays Examinations Presentations</p>	<p>HIGH1055 HIGH1051 HIGH1052</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>Knowledge and understanding are developed through, lectures, on line learning, independent and group study, etc. and enhanced by guest speakers, organisational visits and the teaching of industry professionals in specific modules. Assessment is through a range of methods including course work examination, in class tests and presentations.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>An ability to evaluate, interpret and present qualitative and quantitative information, to develop lines of argument and decision making in</p>					

<p>accordance with basic theories and concepts (FHEQ). Collects information from a defined set sources to inform a choice of solutions to standard problems(SEEC 2010) Learning through reflection on practice and experience to justify sound judgement and decision making (GBM3.9)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Can identify basic principles and concepts of theoretical frameworks related to business and begin to identify their strengths and weaknesses and these theories show simple structured situations from given data generated for the purpose.</p> <p>Evaluate and interpret data, financial and other information from known contexts through guided processes.</p> <p>Reveal a basic ability judge and to interpret straightforward data and carry out simple statistical analysis</p>	<p>Primary: Class exercises, simulations and discussions, workshops, academic tutorials. Secondary/Supplementary: Case Studies, Reviews of business practice, Problem Based Learning, feedback.</p>	<p>A 1, A2</p>	<p>ILO1, ILO2</p>	<p>On-line exercise tasks Reflective reports/ portfolios Examinations Written Reports Essays Presentations In-class tests</p>	<p>HIGH1055 HIGH1052 HIGH1031 HIGH1057</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p>					

<p>At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem based learning. These skills are tested in in reports, group work, course work and presentations.</p>					
<p>Key Transferable Skills:</p>					
<p>Effective communication, oral and in writing using a range of media (GBM 3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Works effectively with others and recognises the factors which impact on team performance. (SEEC 2010) Interpersonal skills of effective listening, negotiating, persuasion and presentation.(GBM3.9)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Basic competence and command of professional and transferable skills including</p> <p>Effective communication, oral and in writing. Use of a range of media. Be able to present information and carry out presentations Have sound basic IT skills with a number of IT platforms including data manipulation.</p>	<p>Primary: Workshops, In class exercises. course essays and reports Tutorials. Seminars, Work Based Learning, Role Play, Self-directed learning. Peer review Presentations Secondary/Supplementary: WBL WBL Review Process</p>	<p>A3, A4, A5</p>	<p>ILO3, ILO4, ILO5</p>	<p>Group task Reflective reports/ In- organisation appraisals On-line exercise tasks Written Reports Presentations In-class tests</p>	<p>HIGH1054 HIGH1055 HIGH1031 HIGH1052</p>

Demonstrate interpersonal and team working skills					
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. These are strengthened through WBL, feedback from organisation mentors, the company appraisal system and feedback from the WBL tutor. They are assessed in different ways in different modules</p>					
<p>Employment Related Skills:</p> <p>Recognise how law and regulations impact on business. Analyse the needs business stakeholders. Interpret data. Interpret basic financial information Works with effectively with others and recognises the factors which impact on team performance others. (SEEC 2010) interpersonal skills of effective listening, negotiating, persuasion and presentation.(GBM 3.9) Effective time management in terms of time, planning and behaviour (GBM 3.9), Communication and information technology- the comprehension and use of relevant communication and information technologies for application in Business & Management. (GBM 3.7, 3.9) Self-reflection and self-awareness</p>					

(GBM 3.9)					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Show understanding of the legal system in relation to business organisations. Demonstrate awareness of customer and business relationship management. Work as an effective member of a team, communicate with colleagues, take personal responsibility, be self-aware and self-manage in terms of time planning and personal behaviour.</p>	<p>Primary: Workshops, Lectures Case Studies Group Projects Work Based Learning, Role Play, Lecture, tutorials Secondary/Supplementary: Seminars, Discussions feedback</p>	<p>A2, A 3, A4</p>	<p>ILO3, ILO4</p>	<p>Reflective journal / portfolio Personal Development Plan Feedback and appraisal with placement organisation. Examinations Written Assessments IT exercises to test relevant skills.</p>	<p>HIGH1054 HIGH1031 HIGH1057</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are primarily taught through the Professional Practice module in lectures, workshops and seminars. These are embedded through monitored and supported WBL placements and assessed through student's reflective work for assessment, feedback from organisational mentors and feedback from the WBL tutor.</p>					
<p>Practical Skills: Successful application in the workplace of a range of skills learnt through the programme. (FHEQ) Communication and information technology- the comprehension and use of relevant communication and information technologies for application in Business & Management. (GBM 3.7,</p>					

<p>3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Customer Service skills</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use a range of standard IT systems and software within defined contexts to communicate, manipulate data prepare spread sheets, presentations and written reports. Present information to an audience recognising its requirements and the limits of its knowledge</p>	<p>Primary: Workshops, Practical tasks, Online learning through VLE Case Studies. Secondary/Supplementary: None</p>	<p>A3, A4, A5</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Written communication IT exercises to test relevant skills. Case study analysis Numeracy tasks (on-line) Investigation of data sets Work Based Learning appraisal</p>	<p>HIGH1054 HIGH1055 HIGH1031 HIGH1057</p>
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, seminars, VLE online exercises, formative assessment and student led feedback. Practical and computer based assessments of skills gained are then undertaken by students.</p>					

FHEQ level: 5

Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Demonstrate knowledge and understanding of organisations, their external environment, management and responses to change. Within this framework show knowledge of a range of sectors including markets, customers, strategy, people, organisations process and cross sector issues current such as micro and macro-economics. (GBM 31-3.7)</p> <p>Show detailed knowledge of well-established principles of marketing. (SEEC 2010)</p> <p>Demonstrate knowledge and understanding of the main principles of Business & Management including economics and human resource management. (FHEQ)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify, compare and evaluate key theories, concepts and agreed best</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials,</p>	<p>A1, A4</p>	<p>ILO1, ILO4</p>	<p>Coursework Written Reports Essays Presentations In-class tests</p>	<p>HIGH2043 HIGH2057 HIGH2058 HIGH2042 HIGH2043</p>

<p>practices in different areas of Business & Management such as economics, finance, leadership, human resource management, operational management, and problem analysis. Show understanding of how these have developed.</p> <p>Show an appropriate level of understanding of academic and sector research approaches, engage in discussion and evaluation of the strengths and weaknesses of these approaches outside the context they were first engaged with.</p>	<p>learning from work experience. Secondary/Supplementary: Guest speakers, case studies, individual and group research.</p>				HIGH2041
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Core delivery of knowledge and understanding will be through, lecture, seminars, directed reading, independent study and group tutorials. Understanding will be tested through the student's ability to appraise theories and concepts and best practice. Some of this will include appraisal of concepts, policies and practices engaged with during the student's WBL.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Show detailed knowledge of the main principles of enquiry used in business and the ability to evaluate the appropriateness of these different approaches to solving problems. (FHEQ) Use critical thinking, analysis and synthesis to identify assumptions and</p>					

<p>evaluate evidence. Use appropriate quantitative and qualitative skills to identify and formulate solutions to business problems (GBM 3.9) Numeric and quantitative skills including data analysis, interpretation and extrapolation use models of business problems and phenomena (GBM 3.9) Individuals should understand the limits of knowledge with respect to the sector and the impacts this has on their analysis and interpretation of information. (FHEQ)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify and compare assumptions and theories, evaluate qualitative and quantitative information, to define terms and generalise appropriately. Evaluate and assess options and apply ideas in a range of situations outside those in which they were first learned Discriminate between methodologies Extrapolate information and draw conclusions Recognise where lack of information or knowledge might impact solution proposed,</p>	<p>Primary: Class exercises, seminars simulations and discussions, workshops, academic tutorials. Secondary/Supplementary: Case Studies, Reviews of business practice, Problem Based Learning, feedback.</p>	<p>A1, A2, A3, A5</p>	<p>ILO1, ILO2, ILO3, ILO4</p>	<p>Case Studies Examinations Written Reports Essays Presentations In-class tests</p>	<p>HIGH2039 HIGH2057 HIGH2058 HIGH2042 HIGH2039 HIGH2041</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the</p>					

<p>programme: Cognitive and intellectual skills will be developed in class discussion and debate using case studies, problem based learning and appraisal of organisational processes and practices. Assessment will be focussed on students evidencing their academic and reflective skills to demonstrate they have achieved the learning outcomes.</p>					
<p>Key Transferable Skills:</p> <p>Effective communication using a range of media and forms including the development and presentation of business reports. (GBM3.9) Use numerical and quantitative methods to analyse and interpret data. GBM (3.9) Ability to analyse a range of information comparing alternatives methods and techniques (SEEC 201) Effective problem solving and decision making (GBM 3.9) Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision making</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Produce communication in a range of formats and media including writing business reports. Use analytical tools and methods. Use a range of IT packages and computing software.</p>	<p>Primary: Workshops, In class exercises. Course essays and reports Tutorials. Seminars, Work Based Learning, Role Play, Self-directed learning. Peer review</p>	<p>A 3, A4, A5</p>	<p>ILO3, ILO4, ILO5</p>	<p>Group task Reflective reports Written Reports Presentations</p>	<p>HIGH2039 HIGH2042 HIGH2058 HIGH2039</p>

Identify and prioritise a range of outcomes or solutions in problem solving.	Presentations Secondary/Supplementary: (None)				
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are an integral part of the students personal and academic development as well as their engagement with work based learning. These are tested in a range of activities and assessments across a range of modules including WBL.					
<p>Employment Related Skills: Interacts effectively with a team giving and receiving information and ideas and modifying responses where appropriate. Is aware of personal and responsibility and professional codes of conduct. (SEEC 2010) Have interpersonal skills of effective listening, negotiation, persuasion and presentation. (GBM 3.9)</p>					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Show understanding of operational process and strategies. Recognise the impact of macro and micro economic changes might have on a business. Evaluate marketing strategies. Understand the impact of human resources management practices on an organisation Work as an effective member of a team, communicate with colleagues, take personal responsibility, be self-aware and self-manage in terms	<p>Primary: Workshops, seminars, Work Based Learning, Role Play, Lecture, tutorials, Assessments, Feedback Secondary/Supplementary: Feedback and appraisal with placement organisation</p>	A3, A4, A5	ILO3, ILO4, ILO5	Work-based Learning related assignments Written Reports / Essays.	HIGH2057 HIGH2042 HIGH2039 HIGH2041

of time planning and personal behaviour					
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Employment related skills are linked to a number of modules which give specific knowledge related to skills for specific areas such as marketing or use economic methodologies for analysis of business contexts. The more general employment related skill set is tested through the breadth and types of assessment practiced throughout the programme and through WBL and organisational feedback.</p>					
<p>Practical Skills: Ability to conduct research into Business & Management issues. (GBM 3.9) Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from that analysis (FHEQ) Effective use of communication and information technology business applications. (GBM 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> <p>Use, evaluate and appraise a range of IT systems and software using these outside the context they were first developed in. Prepare spreadsheets, manipulate data, use mathematical modules, and prepare presentations to a high standard using a variety of media</p>	<p>Primary: Workshops, Practical tasks, Online learning through VLE Case Studies</p> <p>Secondary/Supplementary: (None)</p>	A3, A4, A5	ILO3, ILO4, ILO5	Research reports Written Reports Group presentations Examinations	HIGH2039 HIGH2057 HIGH2042 HIGH2039 HIGH2041 HIGH2058

<p>and methods presentations and written reports. Present information to an audience recognising its requirements and the limits of its knowledge.</p>					
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Having established a practical skill set in the first year of their studies this will be further extended in Year 2 specifically through the Research Analysis and Decision-making module but also through workshops when relevant to other modules. The assessment schedule for the programme will be reviewed to identify where students can use and show mastery of the industry required practical skill sets.</p>					

PS14. Work Based/Related Learning⁸

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

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Extensive Work - based Learning placements in organisations. Researching the sector and individual organisations. Preparation of CV. Multiple interviews for placement. Payment in placement subject to satisfactory performance. Visits to business organisations. Employed Sector specialists, employed as part-	WBL- students undertake a minimum of 10 weeks in placement in either 1 or 2 blocks Students prepare CVs as part of their professional practice modules. An interviewing process involving partner organisations and all students is organised As part of the professional practice module the class visits	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Reflective Journal/ portfolio. Portfolio of evidence. Presentations Reports Essays	HIGH1054 HIGH1051 HIGH1052

⁸ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

time teaching staff. Guest lecturers	business organisations in the locality. Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules				
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An explanation of this map:
 Work Based Learning is fundamental to the learning experience of the FdA Business & management. Preparation for placement including research, CV preparation, interviews with placement organisations, Work etiquette, WBL, mentoring within the organisation, programme support are all provided through the professional practice module. Assessment is focussed around reflective work and the student's engagement with the placement organisation. The work-placements are designed to give students sufficient exposure to industry in order to gain relevant industry skills and – potentially – qualifications. Students are expected to complete the full amount of work-based learning in order to achieve their foundation degree. Under exceptional circumstances, cases may be considered individually. The responsibility for securing and maintaining a work placement is the student's; however, the course team will provide full support.
 This means that: Students on FdA Sport & Management must normally complete at least 20 days of work-based learning in stage one; and 10 days in stage two in order to achieve their foundation degree. Students on FdA Business & Management and FdA Financial Services must normally complete at least 40 days of work-based learning in stage one; and 20 in stage two in order to achieve their foundation degree.

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)

<p>Extensive Work Based Learning placements in organisations.</p> <p>Sector specialists employed as part-time teaching staff. Guest lecturers, Study tour. Attendance at CPD Events Problem Based Learning</p>	<p>WBL- students undertake a minimum of 10 weeks in placement as 1 block. Students normally go back into placement with their Year1 placement organisation. Several modules have assessment linked to work placements Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules CPD Events held by professional bodies</p>	<p>A1, A2, A3, A4, A5</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Case Studies Critical appraisal of organisational practice. Presentations Reports Essays</p>	<p>HIGH2057 HIGH2039 HIGH2042 HIGH2039</p>
<p>An explanation of this map: Teaching learning and assessment at Level 5 is focussed on the discussion and analysis of theory and best practice related to the industry practice students see within their placement organisation. Organisational practices, process and literature are used in problem based learning as is case study work.</p>					

3. Module Records

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

MODULE CODE:	HIGH1054	MODULE TITLE:	Professional Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE:	N190
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Designed to enable students to demonstrate they have all the qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions] – Please check*

COURSEWORK			
	C1 (Coursework)	100%	

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

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and professional practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Identify, locate, evaluate and use information appropriate to the task in hand.
2. Work independently and in a team in a manner that meets professional requirements.
3. Demonstrate the ability to communicate effectively in styles appropriate for a variety of professional purposes and audiences.
4. Evaluate and reflect upon, own strengths and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	05.2015	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: David Kaye

OTHER MODULE STAFF: Patricia Riley

SUMMARY of MODULE CONTENT

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.
- Employability skills: including creative thinking, presentation, communication, negotiation, team working, effective communication at meetings

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	
Visits	24	
Work based learning	40	Reflecting on performance in the workplace
Guided independent learning	86	Wider reading; professional development activities in the workplace
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Personal Development Plan.	50%	Students will present evidence of the personal development planning, linked to the work-placement. ALO 2,3,4, Each student will be assessed on their work based learning (WBL). ALO 1,2,4
		Work-based learning documentation	50%	
			Total = 100%	

Updated by:
David Kaye

Date:
01/05/2015

Approved by:
Ben Bennett

Date:
09/09/2015

Recommended Texts and Sources:

- Cottrell, S., 2008. *The Study skills handbook*. 3rd ed. Palgrave Macmillan
- Hepworth, A., 2011. *Studying for Your Future - Successful Study Skills, Time Management*,

- McMillan K & Weyers, J. (2012) *The Study Skills Book*, Harlow, Prentice Hall

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

MODULE CODE:	HIGH1055	MODULE TITLE:	Business Information Systems
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CREDITS: 20	FHEQ Level: 4	JACS CODE: G500
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Modern businesses use a range of information systems to improve productivity and/or gain competitive advantage. This module looks at IT systems their benefits, how they are managed and the way information is processed, used and secured.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
		COURSEWORK	
		C1 (Coursework)	100%

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- Understand information needs within a business environment
 - Understand how the better or different use of information can create benefits for the organisation
 - Evaluate existing information systems and processes that are used within a given business environment
 - Understand the management processes that must be adopted to ensure effective data input and interpretation
 - Understand the need for information security and analyse existing security procedures
 - Apply knowledge and understanding generated in the module within the work context

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of the uses and business benefits that information systems can bring
 2. Evaluate existing information systems in terms of benefits generated and the processes used
 3. Analyse existing security procedures relating to information within a business environment and propose improvements
 4. Effectively communicate information, arguments and analysis in a variety of forms

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16	NATIONAL COST CENTRE: 119
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MODULE LEADER: David Kaye	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- The role of technology in business
- Hardware, networks and communications
- Software in business
- Generating productivity and competitive advantage from information systems
- Business information needs analysis
- Management of data: input, security, interpretation and use
- Network applications
- E business
- Organisational information systems
- Media, publishing and information sharing

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	20 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	60	Includes independent lab work, research and coursework
Work-based learning	80	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Case studies portfolio	100% Total = 100%	Aggregate of best 7 case studies All ALOs

Updated by: David Kaye	Date: 01/05/2015	Approved by: Ben Bennett	Date: 01/05/2015
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Recommended Texts and Sources:

Laudon, J. & Laudon, K. (2013) *Essentials of Management Information Systems*, 10th Ed. Pearson

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

MODULE CODE:	HIGH1031	MODULE TITLE:	IT & Numerical Analysis
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Many decisions in business are based on a detailed numerical analysis and modelling of the key parameters. This module aims to develop understanding and skills in use of important tools employed in business analysis and decision making, and to develop skills in the use of the commonly used numerical software.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	40%	C1 (Coursework)	60%

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

- MODULE AIMS:**
- Develop a knowledge and understanding of the numerical tools commonly used in business analysis and decision making
 - Develop the ability to formulate problems in a form suitable for numerical analysis
 - Manipulate and present data using Microsoft Excel
 - Communicate the results of analysis in a clear and concise manner
 - Apply the knowledge and skills developed in this module in a business situations

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

1. Demonstrate knowledge and understanding of the underpinning principles of a number of numerical tools commonly used in business
2. Identify and define problems and establish appropriate approaches in their resolution, including: data manipulation; data evaluation; communication of approach used and the conclusions drawn
3. Apply the knowledge and skills developed in this module in the work context
4. Communicate the nature of a problem, the methods used to solve it and the results obtained

DATE OF APPROVAL:	04/2011	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 133

MODULE LEADER: Tom Quinn

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Problem solving: stages, approaches (e.g. QFD, Pareto)
- Data types and data collection
- Presentation of data
- Financial ratios
- Linear relationships
- Forecasting, DCF
- Optimisation, LP
- Simulation
- Statistics, probability, distributions
- IT skills (e.g. use of Excel for simulation, optimisation, charts and graphs, and databases)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	2hrs per week
Seminars	8	
Work-based Learning	80	40hrs X 12 weeks across 6 modules – including professional practice
Guided Independent Learning	72	Accessing Moodle resources; independent research; examination practice tasks
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	Case study based questions. All ALOs
Coursework	C1	Analysis report	Total = 100%	Analysis of data using Excel tools in realistic business scenarios All ALOs

Updated by: Tom Quinn	Date: 01/05/2015	Approved by: Ben Bennett	Date: 01/05/2015
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Recommended Texts and Sources:

Wayne L. Winston (2007) Microsoft Excel –Data Analysis and Business Modelling, Microsoft Press
Morris, C. and Thanassoulis, E. (2007). Essential maths for business and management, Palgrave Macmillan

Swift, L. and Piff, S (2010). Quantitative methods for business, management and finance, (3rd edition) Palgrave Macmillan
Walkenbach, J. (2013) Excel 2013 Bible, John Wiley & Sons

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

MODULE CODE:	HIGH1057	MODULE TITLE:	Business Accounting
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N400
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Business Accounting introduces accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity. Business Accounting exposes the practical application of a range of relevant accounting techniques which enable effective decision making process.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK			
T1 (Test)	25 %	C1 (Coursework)	75%		

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

MODULE AIMS:
 Module aims are to:

- Introduce accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity.
- Expose practical application of a range of relevant accounting techniques which enable effective decision making process.

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

1. Prepare and analyse the key financial statements
2. Prepare and report on financial accounting information
3. Prepare and report on management information.
4. Use financial information for decision making process.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Stuart Lusby

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- 1). Analysing the key financial statements of different organisations
- 2). Reporting on financial accounting information
- 3). Preparing and reporting on management information
- 4). Using financial information for decision making processes.
- 5). All the work covered on the module is in the context of risk, sustainability and liquidity.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Weekly Lecture (18 x 2)	36	2 hour sessions over 9 weeks
Weekly Seminars and workshops (18 x 2 hour)	36	Group size will be reflective of need to facilitate and encourage discussion
Independent guided study	128	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	T1	Online Test	100%	Computer Test – MyAccountingLab Online Test. ALOs 1-4
			Total = 100%	
Coursework	C1	Group project	33%	ALOs 1-4
		Case Study	67%	
			Total = 100%	

Updated by:
Stuart Lusby

Date:
01/05/2015

Approved by:
Ben Bennett

Date:
01/05/2015

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

MODULE CODE:	HIGH1051	MODULE TITLE:	Business Relationship & Customer Service Management
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 All businesses have to interact with their customers and a range of external stakeholders (e.g. customers, suppliers, shareholders and partners). This module examines how these relationships are managed and how competitive advantage is achieved.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	60%	P1 (Practical)	40%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the role and needs of the key external stakeholders of a business
- Develop knowledge and understanding of how businesses manage relationships with stakeholders and obtain benefits.
- Analyse how stakeholder needs are being satisfied in a specific work context and how businesses are generating competitive advantage from the relationship
- Understand the creation of customer satisfaction in a range of business, finance, sport and fitness sectors and its business benefits
- Understand how customer service is designed, developed and delivered
- Understand the effective management of customer service

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

1. Demonstrate knowledge of the key stakeholders, their needs and role for the organisation.
2. Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders; and the main theories underpinning customer service management.
3. Analyse and evaluate good practice business relationship management concepts and techniques within a work context; including the evaluation of the design and delivery of customer relationship management.
4. Apply the knowledge generated in the module, to enable the student to work effectively within the work context by demonstrating relevant relationship-building, negotiation and communication skills.

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015.	SCHOOL/PARTNER:	Highlands College

DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Tom Quinn	OTHER MODULE STAFF: Sally Gallichan
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SUMMARY of MODULE CONTENT

- Stakeholder profiles, analysing wants, needs, strengths and weaknesses.
- Theories and models associated with understanding and analysing customer service and the customer experience.
- Managing relationships
- Nature of service, services versus goods, evolution of services marketing as an academic sub-discipline, classification of services.
- The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk
- Communication in relationship management, including sector associations, organisational and personal networks
- IT systems to support relationship management
- Service design and delivery – blueprinting and service mapping, benchmarking, complexity, diversity and lines of visibility, roles/scripts of employees.
- Service quality and satisfaction – expectations of services, dis-confirmation/gap theories, relationship between service quality and satisfaction.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	
Guided Independent Learning	72	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Work-based learning	80	Research into the service and RM processes at the placement organisation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business Report	Total = 100%	Meets ALOs 1, 2, 3, and 4 Links to all ALOs through the process of reflection and critical self-awareness
Practical	P1	Individual Presentation	Total = 100%	Meets ALOs 1 and 2

Updated by:	Date:	Approved by:	Date:
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Tom Quinn	07/04/2015	Ben Bennett	07/04/2015
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Recommended Texts and Sources:

Buttle, F. (2010), Customer Relationship Management, Butterworth-Heinemann
 Bourne, L. (2009), Stakeholder Relationship Management, Gower
 Cook, S.(20010), Customer Care Excellence: How to Create an Effective Customer Focus (6th Rev Ed edition), Kogan Page Ltd

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

MODULE CODE:	HIGH1052	MODULE TITLE:	Business Law & Financial Services Regulation
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CREDITS: 20	FHEQ Level: 4	JACS CODE: M221
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module develops an understanding of those laws and regulations related to business, with particular reference to the Jersey, English and EU systems. It examines the impact of these laws and regulations on the structure, management and operations of business. This module looks at the most important of these regulations and the impact that they have on the way business is carried out.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	50%	C1 (Coursework)	50%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

MODULE AIMS:

- To develop knowledge and understanding of the essential elements of the Jersey, English and European systems of law and regulations;
- To develop knowledge and understanding of how laws and regulations affect the structure, management and operations of business
- Develop a knowledge and understanding of the concepts, objectives and operation of financial regulators, the regulations, codes of practice and ethics in the financial sector
- Understand how to apply regulations, codes of practice and ethics in day to day business situations and generate an in-depth knowledge of regulations that apply in their workplace.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Evidence knowledge of the essential elements of the Jersey, English and European legal systems; their development and relationship.
2. Identify how the legal system impacts on business, the formation of businesses and conducting of business.
3. Apply the legal knowledge acquired to problem solving in a business context
4. Identify key concepts, objectives and regulations, codes of practice and ethics in the

international financial sector.

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Jeff Speller	OTHER MODULE STAFF: Bob McGinnigle
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SUMMARY of MODULE CONTENT

- Fundamentals of the Jersey, English and European Legal System including criminal, civil law, the law of tort, contract law, property law and agency law in relations to business and business formation.
- Formation and regulation of businesses and financial services principally in Jersey & the UK
- Business organisations – sole traders, partnerships and companies and the law of agency
- Regulation and law relating to financing, administration and management of companies including data and consumer protection and key EU directives
- Introduction to employment law.
- Offshore companies, their formation, governance and management, and taxation concepts
- Trust instruments, creation, uses, management and administration. Powers, duties and role of stakeholders.
- Preparing and making a legal argument and the basics of advocacy
- Regulatory structures and regulation in the UK and Jersey and impact their own businesses industry.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	2hrs per week
Work-based Learning	80	Research into practice in the placement organisation
Guided Independent Learning	70	Areas of focus for reading provided within lectures, and assessment briefs
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	ALO1; ALO2; ALO3
Coursework	C1	Work-based assignment	Total = 100%	ALO3; ALO4;

Updated by: Jeff Speller	Date: 01/05/2015	Approved by: Ben Bennett	Date: 01/05/2015
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<p>1. Recommended Texts and Sources:</p> <ul style="list-style-type: none"> Keenan, D. and Riches, S. (2007) <i>Business Law</i> (8th edition) Longman Macintyre, E. (2010) <i>Business Law</i> (5th edition) Longman Adams, A (2010) <i>Law for Business Students</i> (6th edition) Longman Nairns, J (2008) <i>Employment Law for Business Students</i> (3rd edition) Pearson Education Painter and Holmes (2008) <i>Cases & Materials on Employment Law</i> (7th edition) Open University Press

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

MODULE CODE:	HIGH2057	MODULE TITLE:	People and Organisations
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N600
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module provides knowledge and skills in the application of modern management principles. It examines the behaviour of individuals, teams and organisations and the way that behaviour can be influenced.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
		COURSEWORK	
		C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts of leadership, supervision, team working and human resource management.
- Understand how the performance of individuals and teams can be enhanced through appropriate management styles and actions.
- Analyse the impact of strategies and management action on the culture of the business and on the behaviour of individuals and teams, their motivation and performance.

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

1. Demonstrate knowledge and understanding of the well-established concepts and principles of leadership, management, motivation, teams and individual behaviour, and the way that those principles have developed.
2. Apply those concepts and principles in the work context, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Undertake analysis of business strategies and management actions to assess their impact on business culture and the performance of teams and individuals.
4. Work as an effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of their colleagues.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Pat Riley	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- Management principles, leadership styles, managing change and motivation
- Empowerment, influencing, encouragement, support and guidance
- Nature of organisations (behaviour and culture) and organisational design
- Supervision (including FSA requirements for competence and supervision)
- Recruitment, training, coaching and developing staff
- Teams and team building

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	1. Business report	50%	ALO 1-2
		2. Report on employee engagement in Work Placement Organisation	50%	ALO3-4
			Total = 100%	

Updated by: Patricia Riley	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

Mullins, L J. (2013) *Management and Organisational Behaviour*. FT Publishing International

Boddy, D. (2008) *Management: An Introduction*, 4th edition, London: Financial Times – Prentice Hall.

Cameron, S (2007): *The Business Student's Handbook: Skills for Study and Employment*. London, Prentice Hall.

Daft RL, Kendrick M & Vershinina (2010): *Management*. International edition. Andover, Cengage Learning.

Highlands College FdA Business & Management Date of approval or most recent subsequent amendment: 9th September 2015 Academic Partnerships Programme Specification Version 1.1 (2015-16)

Eyre, E.C. and Pettinger R. (1999), *Mastering Basic Management* (3rd edition), Palgrave Master Series, Basingstoke.

Hamilton L & Webster P (2012): *The International Business Environment*. Second Edition. Oxford, Oxford University Press.

Jones GR & George JM (2011): *Contemporary Management*. Seventh Edition. London, McGraw Hill.

Lee-Davies, L (2007): *Developing Work and Study Skills*. London, Thomson Learning.

Meyer E & Ashleigh M (2007): *Contemporary Management (European Edition)* London, McGraw-Hill.

Smith, M (2011): *Fundamentals of Management*. Second Edition. London, McGraw Hill.

Taylor, S (ed) (2013): *Theory and practice of management*. Custom published text. Harlow, Prentice Hall.

Wetherly P & Otter D (eds) (2011): *The Business Environment: Themes and Issues*. Second Edition. Oxford, Oxford University Press.

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

MODULE CODE:	HIGH2039	MODULE TITLE:	Macro & Micro Economics
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Economic conditions and expectations around the globe play a major part in determining the performance of business. This module aims to give students an effective understanding of macro and micro economic theory and of how economic forces impact on and can be exploited by the business.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		Practical	
E1 (Examination)	40%	P1	60%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop knowledge and understanding of the theory of economics.
- Relate economic theory to current business issues.
- Apply economic tools in business situations.

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

1. Demonstrate knowledge and understanding of the economic environment, the well-established principles of economic theory and the way that those principles have developed and are used.
2. Apply and evaluate a range of approaches to economic analysis commonly used in business.
3. Present and evaluate recent economic trends and analyse the impact on businesses; develop clear analytical arguments and make sound judgements in accordance with complex theories and concepts of macroeconomics.
4. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences analyses and interpretations based on that knowledge

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 129

MODULE LEADER: Ben Bennett

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Macroeconomics – understanding the economy
 - Income and spending, inflation, money supply, labour markets, financial cycles
 - Balance of payments and exchange rates, standard of living
 - Role of governments, central banks and other international organisations, public spending, economic policy
 - The global economy, international businesses, trade and investment
 - Key economic indicators
- Microeconomics – understanding markets
 - Supply and demand, pricing, costs and profits
 - Role of the firm, consumers and savers. Market confidence
 - Economics and business strategy: coping with economic forces and generating competitive advantage

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	Applying the principals of economics to practice and reflections on practice within the workplace
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	100% Total = 100%	A choice of extended narrative questions focused on the micro-economic theory; the theory of the firm; perfect and imperfect product and factor markets (ALO1; ALO2)
Practical	P1	Presentation	100% Total = 100%	Students will be assessed on their individual contribution to a group presentation on the performance of international financial centres around the world in relation to recent global and regional economic performance. (ALO3; ALO4)

Updated by:
Ben Bennett

Date:
09/09/2015

Approved by:
Stuart Taylor

Date:
09/09/2015

Recommended Texts and Sources:

Highlands College FdA Business & Management Date of approval or most recent subsequent amendment: 9th September 2015 Academic Partnerships Programme Specification Version 1.1 (2015-16)

- Economics and the Business Environment (3rd Ed), Sloman J, and Jones E. FT Prentice Hall

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

MODULE CODE:	HIGH2041	MODULE TITLE:	Human Resource Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N600
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module considers the role of Human Resource Management (HRM) in the development of the organisation and key issues including employee relations, the international dimensions and performance management.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	40%	C1 (Coursework)	60 %

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- Build a detailed understanding of how HRM supports the organisation, can influence performance and add to its competitive advantage.
 - Enable students to evaluate the impact of HRM on the organisation
 - Ensure students are aware of legislation and are able to apply best practice

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Detailed knowledge and understanding of the role of HRM and the ability to evaluate the performance of HRM
 2. Detailed knowledge and understanding of HR planning and the ability to construct an effective HR plan
 3. Evaluate the key issues of employee relations within an organisation and the ability to develop an effective plan to manage those relations
 4. Evaluate the performance of employees and to propose effective strategies to improve that performance.
 5. Effectively communicate information, arguments and analysis in a variety of forms

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Patricia Riley	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- Operational and strategic role of HRM.
- Planning and resourcing: labour market trends, international recruitment and employment
- Recruitment.
- Employment legislation.
- Employment: rewards, contracts, attendance, retention, grievance & discipline
- Organisational, HRM and employee performance.
- Employee relations: evaluation, involvement.

The tutorial work will also seek to develop self-reflection and criticality, self-management, effective communication, listening, negotiating and persuasion, use of ICT, effective team performance and an appetite for learning

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation/tutorial
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	All ALOs. A choice of narrative questions assessing the practical and professional application of theoretical frameworks
Coursework	C1	Evidence Based Portfolio	Total = 100%	All ALOs

Updated by: Patricia Riley	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

Torrington, D., Taylor, S., Hall, L. and Atkinson, C. (2011) Human Resource Management FT Pearson
 Beardwell, J. and Holden, T. (2010) Human Resource Management: A Contemporary Approach.

FT Pearson

Redman, T. and, Wilkinson, A. (2008) Contemporary Human Resource Management: Text and Cases FT Pearson

Foot, M. and Hook, C. (2011) Introducing Human Resource Management. 5th ed FT Prentice Hall.

Legge, K. (2005) Human Resource Management: Rhetoric and Realities, Anniversary Edition
Palgrave Macmillan

Marchington M. and Wilkinson, A. (2012) Human Resource Management at Work: People Management and Development. Chartered Institute of Personnel and Development, London, (5th Edition)

Taylor, S. (2011) Contemporary Issues in Human Resource Management CIPD: London

Price, A. (2011) Human Resource Management. Cengage: Hampshire

Wilton, N. (2011) Human Resource Management Sage: London

<http://www.cipd.co.uk/>

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

Highlands College FdA Business & Management Date of approval or most recent subsequent amendment: 9th September 2015 Academic Partnerships Programme Specification Version 1.1
(2015-16)

MODULE CODE:	HIGH2058	MODULE TITLE:	Research, Analysis & Decision Making		
CREDITS: 20	FHEQ Level: 5	JACS CODE: N213			
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y			
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> Many decisions in business are based on a thorough understanding of markets, organisational performance and customer needs, and the risks associated with each transaction. This module focuses on the methods used to research and analyse businesses, their markets, operation, and problems.					
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	60%	C1 (Coursework)	40%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: The module aims to enable students to: <ul style="list-style-type: none"> Develop a detailed knowledge and understanding of the theory and concepts underpinning research methods and problem analysis techniques commonly used in business. Apply a range of established techniques to initiate and undertake analysis of information, and to develop solutions to problems/issues identified by that analysis. Recognise the complexity inherent in real-world problems and understand the limitations that impose on the accuracy and reliability of quantitative analysis. 					
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> Demonstrate a detailed knowledge and understanding of the research, problem solving and analytical methods commonly used in business. Apply these methods outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation. Use a range of established approaches to initiate and undertake analysis of information, to propose solutions to problems arising from that analysis, and evaluate the strengths and weaknesses of approaches, arguments and solutions. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. 					
DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College		
DATE(S) OF APPROVED CHANGE:	.	TERM/SEMESTER:	All Year		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Peter Hubert	OTHER MODULE STAFF: Auberon Ashbrooke
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SUMMARY of MODULE CONTENT

Research and Analysis:

- Types and methods of research
- Researching for businesses: Questionnaire design and interview techniques
- Analysing qualitative and quantitative data
- Ethics and access issues in the research process

Decision-making:

Students will become familiar with a range of tools and frameworks commonly used in business for analysing competitive environments, and problem-solving/decision-making based on quantitative and qualitative findings: these will include

- CPA
- Investment Appraisal
- Porter's 5
- PESTLE analysis
- Capital structure decisions
- decision trees

Students will consider the applications and limitations of the models as well as their appropriateness to different contexts.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	A choice of case study based narrative questions to apply and critique decision-making tools. (ALO1; ALO2; ALO3)
Coursework	C1	Mini research project	Total = 100%	A small scale business research task involving primary data collection and analysis (ALO1; ALO4)

Updated by: Peter Hubert	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

Bryman, A. and Bell, E. 2011 Business Research methods 3e University Press

Cooke, S. and Slack, N. 1991 Making Management Decisions Prentice Hall

Davies, MB. 2007 Doing a Successful Research Project Palgrave Macmillan

Sutherland, J. and Canwell, D. 1997 Planning and Decision Making Financial Times Prentice Hall

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

MODULE CODE:	HIGH2042	MODULE TITLE:	Operations & Process Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module examines how businesses manage the implementation and running of the systems and processes which underpin their operations. It covers project, change, risk and operations management.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

Written Examination		COURSEWORK			
T1	40%	C1 (Coursework)	60%		

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop the knowledge and understanding of the approaches used to manage the implementation and operation of business processes
 - Analyse the impact of these strategies, tools and approaches on the operation of business process in a real world context.

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

1. Demonstrate an in-depth understanding of operations strategy.
2. Demonstrate detailed knowledge and understanding of the tools and concepts used to: ensure the effective implementation and operation of business processes.
3. Select appropriate techniques to evaluate the risks faced in the implementation and running of a business operation and identify suitable contingency plans.
4. Demonstrate knowledge and understanding of concepts and techniques used to manage change relating to business processes.

DATE OF APPROVAL:	05. 2015.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09. 2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 133

MODULE LEADER: Auberon Ashbrooke

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Operations Strategy
- Processes and Process Management, including continuous improvement.
- Critical success factors for process management and for projects
- Project definition: scope, costs, benefits and risks; project planning, scheduling, costing and learning
- Change management
- Risk: evaluation, contingency management, execution and control
- Disaster recovery and business continuity

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/seminars	40	Weekly during college phases
Work-based learning	90	14 weeks x 40 hours across 6 modules
Guided Independent Learning	70	research and discussion in Learning Set; preparation for assessment; research into process management at the work-placement organisation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	Total = 100%	All assignments test Operations and Process Management theory through application to the practices evident at the student's work placement organisation.ALO1-3
In-class test	T1	In-class test	100%	ALOs 1-4

Updated by:
Auberon Ashbrooke

Date:
09/09/2015

Approved by:
Ben Bennett

Date:
09/09/2015

Recommended Texts and Sources:

SLACK, N., BRANDON-JONES, A., JOHNSTON, R. and BETTS, A., 2012. *Operations and Process Management*. 3rd Ed., Harlow: Pearson. **(Core Text Book)**

- GEORGE, M., 2003. *Lean Six Sigma for Service*. New York: McGraw-Hill.
- HAYLER, R. and NICHOLS, M., 2007. *Six Sigma for Financial Services*. New York: McGraw Hill.

- HILL, A. and HILL, T., 2011. *Essential Operations Management*. Basingstoke: Palgrave MacMillan.
- HOROVITZ, J., 2004. *Service strategy: Management moves for customer result*. Harlow: Financial Times Prentice Hall.
- JOHNSTON, R., CLARKE, G. and SHULVER, M., 2012. *Service Operations Management*. 4th Ed., Harlow: Pearson.
- KAPLAN, R. and NORTON, D., 2008. *The Execution Premium: Linking Strategy to Operations for Competitive Advantage*. Boston: Harvard Business School Press.
- LOADER, D., 2006. *Operations Risk: Managing a key component of operational risk*, Butterworth Heinemann.
- RUMMLER, G. and BRACHE, A., 1990. *Improving Performance: How to Manage the White Space on the Organisation Chart*. Oxford: Jossey-Bass.
- SLACK, N., CHAMBERS, S., and JOHNSTON, R., 2010. *Operations Management*. 6th Ed., Harlow: Pearson (or the 7th edition 2013 – not available yet 2nd hand).
- WOMACK, W. and JONES, D., 2005. *Lean Solutions*. London: Simon and Schuster.

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

MODULE CODE:	HIGH2043	MODULE TITLE:	Marketing
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module builds on the experience of students during their periods of work based learning. It covers the development of marketing plans and strategies and gives students the tools to analyse the impact of those plans and strategies in work context.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

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

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts underpinning the development of the marketing plans and strategies of businesses.
- Analyse the impact of marketing plans and strategies on the organisation and its market place.

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

1. Demonstrate knowledge and understanding of the theory and concepts underpinning marketing plans and strategies in the sector.
2. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Use a range of established approaches to initiate and undertake detailed analysis of marketing strategies and methods, and to evaluate their strengths and weaknesses in relation to the performance of the business and its impact on the market.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Christopher Journeaux

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Marketing and corporate strategy
- Pressures for change (e.g. Porter's 5 Forces, interest rates)
- Competitive environment, segmentation, targeting and positioning
- Marketing mix: products; promotion; pricing; place
- Branding
- Sales channels, choice of channels and channel management
- Marketing communications, media, PR, third party information providers
- Regulatory considerations – e.g. impact on advertising and cold calling
- Cross-selling and building multiple relationships with customers
- The differing approaches to marketing in different sectors

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business report: market research in different industrial sectors	50%	ALO2 ALO1-3
		Business report: social media evaluation	50%	
		Total = 100%		

Updated by: Christopher Journeaux	Date: 02/05/2015	Approved by: Ben Bennett	Date: 02/05/2015
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Recommended Texts and Sources:

Ennew, C and Waite, N (2013), "Financial Services Marketing; An International Guide to Principles and Practice", 2nd Edition, Butterworth Heinemann
Farquhar J, and Meidan, A (2009) "Marketing Financial Services", 2nd Edition, Palgrave

Macmillan.

Kotler, P. and Armstrong, G. (2013) "Principles of Marketing", Pearson

Smith, CT. and Stuart B. (2013) Introduction to Sport Marketing, 2nd Edition, Routledge



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for**

FdA Childhood Studies

2015 – 16

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to the FdA Childhood Studies programme

Welcome to the Foundation Degree (FdA) in Childhood studies approved by Plymouth University. The college is delighted that you have chosen to study with us.

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 the College / University Student handbook available at www.highlands.ac.uk which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

On the following pages you will find the specification for your programme of studies which link to QAA (Quality Assurance Agency) benchmarks and guidelines which can be accessed at <http://www.qaa.ac.uk/>. It is a University of Plymouth Colleges requirement that this is included in your Student Handbook. Before reading it, please study the following notes carefully as these will help you to understand what the programme specification is telling you.

The programme specification is an overview to the programme as a whole. It explains what you will learn and what you will be assessed on throughout the two stages of your Foundation Degree.

The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation degree.

Work-based learning and employability are key features of all Foundation degrees. You will develop a range of knowledge and skills which will be of use to current and/or future employers.

PROGRAMME SPECIFICATION FOR FOUNDATION DEGREES

Awarding Institution:	University of Plymouth
Teaching Institution:	Highlands College
Accrediting Body:	-
Final Award:	FdA
Intermediate Awards:	Certificate of Higher Education (CertHE)
Programme Title:	Foundation Degree in Childhood Studies
UCAS Code:	- N/A

QAA Benchmarks - Foundation Degree Qualification Benchmarks and informed by relevant sections of the Education Studies and Early Childhood Studies benchmarks

Date Produced: March 2010

Criteria for admissions to the programme

Qualification(s) Required for Entry to the FdA	Comments
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All full time and part time candidates must have:

Key Skills requirement	<i>Normally all level 2 skills achievements including communication and numeracy</i>
OR	
GCSEs required at Grade C and above	<i>5, including English and Maths</i>
AND	
Interview	<i>Normally all applicants will be interviewed</i>
Criminal Record Bureau enhanced (CRB) clearance required	Yes
Fit person	<i>Signed declaration of health</i>

Plus at least one of the following:

A Levels required:	<i>240 UCAS points (at least 160 of which are form 2 A levels or one double award)</i>
Extended BTEC National Certificate/Diploma in Childcare and Education	<i>A minimum of 240 UCAS points normally in related subject e.g. Health and Social Care or Childhood Studies</i>

Access to HE	<i>Access to HE Certificate</i>
International Baccalaureate	<i>A minimum of 26 points</i>
Other non-standard awards or experiences	<i>By Interview</i>
APEL/APCL possibilities	<i>By Interview (6 months before the programme is due to commence)</i>

All claims for exemption based on accredited prior credited or experiential learning (APCL or APEL) will be considered according to University of Plymouth regulations.

Normally students will be interviewed before an offer of a place on the programme will be made to ensure they have the ability to sensitively and safely undertake observations and activities in the workplace.

In addition to a CRB clearance, you will need to present a reference from a suitable person.

Aims of the programme

Aims of the Programme:
<p>The programme is intended:</p> <ol style="list-style-type: none"> 1. To provide an informative and challenging programme of study which develops a sound knowledge of childhood studies, raises awareness of international perspectives, cultural sensitivity and inclusivity and instils a challenging and reflective approach 2. To prepare students for a career as a senior practitioner in child care: to be effective members of their work teams, able to use a range of skills, theories, concepts and learning experiences and act as advocates of children's rights and needs and creatively implement policies within the childcare sector 3. To support and prepare those students who wish to take advantage of progression on to an honours degree programme 4. To enhance lifelong learning skills and personal development to enable students to fully contribute to society at large

6.3 Programme learning outcomes

Programme Intended Learning Outcomes:
<p>By the end of this programme the student will be able to:</p> <ul style="list-style-type: none"> • Critically analyse, evaluate and demonstrate knowledge and understanding of children's development within the context of society

- Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations
- Reflect upon their own practice in the light of theoretical knowledge
- Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan
- Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences.
- Apply the principles and values that underpin working with children and their families into a work context and continually changing environment

Programme Specification

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Theories of learning and development in children 0-16 years with a particular focus on play. • Factors affecting development of self-esteem, language and communication. • Interactions within the family, working groups and society. • The methodology and ethics of observations, assessment and research of children’s development. • The range of provision for children through social policies, health and education structures. • The impact of cultural, ethical, ideologies, historical and political contexts on the lives of children and their families. • Models of disability, influencing factors, policies and procedures of inclusion. • The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation. • The ways to promote effective relationships between organisations, professionals, adults and children. 	<p>Primary Lectures, tutorials and seminars</p> <p>Directed independent study of texts</p> <p>Learning from work experience and external visits to different</p> <ul style="list-style-type: none"> • Secondary Case Studies <p>Presentations of own learning on chosen topics</p> <p>Use of internet and other information sources</p>
<p>NB: Benchmark References</p> <p>FHEQ intermediate qualification descriptors Plymouth University ECS Foundation Degree</p>	<p>Assessment</p> <p>Essays Presentations</p>

<p>Strands QAA Subject Benchmark statements: Education Studies <i>Knowledge and Understanding</i> 5.1 5.2 5.3 (2)</p> <p>Early Childhood Studies <i>Knowledge and Understanding</i> 4.2 4.3 4.4 4.5 4.6 4.7 <i>Subject-specific skills</i> 5.3 (13) 5.3 (20)</p>	<p>Research reports Seminar performances Examinations</p>
<p>• B: Cognitive and Intellectual Skills</p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice. 	<ul style="list-style-type: none"> • Primary Lectures and seminars Class exercises to identify own values and assumptions Reflective accounts of practice Tutorial/seminar discussions to offer opportunities to clarify ideas Feedback via coursework, assessment process (essays, etc) Presentations Fieldwork in work placement • Secondary Case studies and problem solving activities Research reports and presentations

<ul style="list-style-type: none"> • NB: Benchmark References <p>QAA Subject Benchmark Statements: Education Studies <i>Application</i> 5.5 (1)</p> <p><i>Transferable Skills</i> 5.7 (6)</p> <p>Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (1) 5.3 (2) 5.3 (3) 5.3 (4) 5.3 (19)</p>	<ul style="list-style-type: none"> • Assessment <p>Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions</p>
<ul style="list-style-type: none"> • C: Key Transferable Skills <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information. • Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children. 	<p>Learning and Teaching Strategy/Method</p> <ul style="list-style-type: none"> • Primary Lectures and seminars Work-based learning module Independent study module LRC and other research exercises Group work awareness and practice Computer-based learning and assessment • Secondary Class, seminar and work-based interactions, feedback and assessments Presentations

<ul style="list-style-type: none"> • NB: Benchmark References <p>QAA Subject Benchmarking Statements: Education Studies <i>Transferable</i> 5.7 (1) 5.7 (2) 5.7 (3) 5.7 (4)</p> <p>Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (6) 5.3 (12) 5.3 (16) 5.3 (17) <i>Generic Skills</i> 5.5</p>	<ul style="list-style-type: none"> • Assessment <p>Research and report preparation and completion Assessed discussions Group work assessments Work-based module, portfolio/workbook</p>
<ul style="list-style-type: none"> • D: Employment related/Practical Skills <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support their own development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children. 	<ul style="list-style-type: none"> • Learning and Teaching Strategy/Method <p>Projects Designated tasks Lectures and tutorials to support work-based learning</p>
<ul style="list-style-type: none"> • NB: Benchmark References <p>QAA Subject Benchmark Statements; Education Studies <i>Reflection</i> 5.6 (1) 5.6 (4)</p> <p>Early Childhood Studies</p>	<ul style="list-style-type: none"> • Assessment <p>Project work Presentations Record of observations, assessments and reports made in work placement Reflective accounts and Professional Development Action Plans Work based Supervisors reports</p>

<p><i>Subject Specific Skills</i></p> <p>5.3 (7)</p> <p>5.3 (8)</p> <p>5.3 (9)</p> <p>5.3 (10)</p> <p>5.3 (11)</p> <p>5.3 (18)</p> <p><i>Generic Skills</i></p> <p>7.15 (11)</p>	
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<ul style="list-style-type: none"> • Distinctive Features of the Foundation Degree
<ul style="list-style-type: none"> • Designed to meet the needs of the Childcare sector and registration framework of the Island • Significant work-based learning element supported by the Childcare sector • Part time mode to be offered to meet employer needs • Prepares graduates for a wide variety of career paths in the Childcare sector • Progression opportunities to honours degree at the University of Plymouth

Brief Description of the Programme

This programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by the childcare sector in Jersey. This means that it has a strong emphasis on work-based learning and aims to develop reflective, creative, committed and enthusiastic advocates for children and their families.

The programme reflects the diverse needs of current and future students by way of offering those students who are unable to leave the Island an opportunity to continue with their studies on Island. The needs of employers and employees within the sector have been listened to and as a result the content of the programme reflects the Island's needs and requirements and can also be accessed through a part time route.

Programme Structure and Pathways

Two year full time

Stage One

Module Code	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1019	Interpersonal Skills within Teams	4	20	2
HIGH1020	Children's Rights and Welfare	4	20	1
HIGH1021	Today's Child	4	20	2
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1023	Provision for Children	4	20	2
	Total for Year 1		140	

Stage Two

Module Code	Module Title	Level	Credits	Term
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2016	'Who Am I?'	5	20	1
HIGH2017	Children in Society (Research module)	5	20	1,2,3
HIGH2018	Multi-agency working and the impact on Children	5	20	1
HIGH2019	Physical Movement in the lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total for Year 2		120	

Part Time Programme (4 Years)

Stage One (Yr 1, part time)

Module	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1020	Children's Rights and Welfare	4	20	1
HIGH1019	Interpersonal Skills within Teams	4	20	2
	Total Year 1		80	

Stage One (Yr 2, part time)

Module	Module Title	Level	Credits	Term
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1023	Provision for Children	4	20	2
	Total Year 2		60	

Stage Two (Yr 3, part time)

Module	Module Title	Level	Credits	Term
HIGH2016	'Who Am I?'	5	20	1
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2018	Multi-agency working and the impact on Children	5	20	1
	Total Year 3		60	

Stage Two (Yr 4, part time)

Module	Module Title	Level	Credits	Term
HIGH2017	Children in Society (Research Module)	5	20	1,2,3
HIGH2019	Physical Movement in the Lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total Year 4		60	

Foundation Degree Intended Learning Outcomes Map

	Level 4		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) <i>The FHEQ requirements are already given here in italics</i>	Aim	Subject Benchmark	Related Core Modules
<p>Knowledge/ Understanding</p> <p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Theories of learning and development in children 0-16 years with a particular focus on play. • Factors affecting development of self-esteem, language and communication. • Interactions within the family, working groups and society. • The methodology and ethics of observations, assessment and research of children’s development. • The range of provision for children through social policies, health and education structures. • The impact of cultural, ethics, ideologies, historical and political contexts on the lives of children and their families. • Models of disability, influencing factors, policies and procedures of inclusion. • The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation. • The ways to promote effective relationships between organisations, professionals, adults and children. 	<p>Aims – 1,2,3,4</p>	<p>QAA Subject Benchmark statements:</p> <p>Education Studies <i>Knowledge and Understanding</i> 5.1 5.2 5.3 (2)</p> <p>Early Childhood Studies <i>Knowledge and Understanding</i> 4.2 4.3 4.4 4.5 4.6 4.7</p> <p><i>Subject-specific skills</i> 5.3 (13) 5.3 (20)</p>	<p>Core modules</p> <p>HIGH1018 HIGH1019 HIGH1020 HIGH1022 HIGH1023</p>

<p>Cognitive / Intellectual Skills (generic)</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice. 	<p>Aims – 1,2,3,4</p>	<p>QAA Subject Benchmark Statements: Education Studies <i>Application</i> 5.5 (1)</p> <p><i>Transferable Skills</i> 5.7 (6)</p> <p>Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (1) 5.3 (2) 5.3 (3) 5.3 (4) 5.3 (19)</p>	<p>HIGH1018 HIGH1019 HIGH1020 HIGH1022 HIGH1023</p>
<p>Key / Transferable Skills (generic)</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record keeping, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information. 	<p>Aims – 2,4</p>	<p>QAA Subject Benchmarking Statements: Education Studies <i>Transferable</i> 5.7 (1) 5.7 (2) 5.7 (3) 5.7 (4)</p> <p>Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (6) 5.3 (12) 5.3 (16)</p>	<p>HIGH1064 HIGH1018 HIGH1019 HIGH1020 HIGH1063 HIGH1022 HIGH1023</p>

<ul style="list-style-type: none"> • Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children. 		5.3 (17) <i>Generic Skills</i> 5.5	
<p>Employment-related skills/Practical Skills</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support personal development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children. 	Aims – 1,2,4	QAA Subject Benchmark Statements; Education Studies <i>Reflection</i> 5.6 (1) 5.6 (4) Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (7) 5.3 (8) 5.3 (9) 5.3 (10) 5.3 (11) 5.3 (18) <i>Generic Skills</i> 7.15 (11)	HIGH1064 HIGH1018 HIGH1019 HIGH1020 HIGH1063 HIGH1022 HIGH1023

Foundation Degree Intended Learning Outcomes Map	Level 5		
<p>1 Graduate Attributes and Skills Core Programme Intended Learning Outcomes By the end of this programme the student will be able to:</p> <ul style="list-style-type: none"> • Critically analyse, evaluate and demonstrate knowledge and understanding of children’s development within the context of society • Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations • Reflect upon their own practice in the light of theoretical knowledge • Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan • Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences. <p>Apply the principles and values that underpin working with children and their families into a work context and continually changing environment</p>			
	Aim(s)	Subject) Benchmark	Related Core Modules
<p>Knowledge/ Understanding</p> <p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Theories of learning and development in children 0-16 years • Purposeful play in the development of learning • Factors affecting development of self-esteem, language and communication. • Interactions within the family and society • The impact and links between ethics, politics, culture, society, 	<p>Aims – 1,2,3,4</p>	<p>Education Studies <i>Knowledge and Understanding</i> 5.1 5.2 5.3 (2)</p> <p>Early Childhood Studies</p>	<p>HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020</p>

<p>economics and personal circumstances</p> <ul style="list-style-type: none"> • Roles, relationships, ethics and responsibilities of those working with children and families • The challenges and methods of multi-professional teams and multi-agency working <p>The main methods of enquiry, including the methodology and ethics of observations, assessment and research of children's development, and ability to evaluate critically the appropriateness of different approaches to solving problems</p> <p>Students will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>		<p><i>Knowledge and Understanding</i></p> <p>4.2 4.3 4.4 4.5 4.6 4.7</p> <p><i>Subject-specific skills</i></p> <p>5.3 (1) 5.3(7) 5.3(13) 5.3(20)</p>	
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<p>Cognitive / Intellectual Skills (generic)</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Apply underlying concepts and principles outside the context in which they were first studied • Reflect upon a range of perspectives and consider how these underpin different understandings of children and childhood • Apply knowledge multiple perspectives when interpreting childhood issues • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Recognise and challenge inequalities in society. • Reason creatively and develop independent thought. 	<p>Aims – 1,2,3,4</p>	<p>Education Studies</p> <p><i>Application</i></p> <p>5.5 (1)</p> <p><i>Transferable Skills</i></p> <p>5.7 (6)</p> <p>Childhood studies</p> <p><i>Subject –specific skills</i></p> <p>5.3(1)</p>	<p>HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020</p>
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<ul style="list-style-type: none"> Intelligent application of appropriate principles in critically analysing policy and practice. 		5.3(2) 5.3(3) 5.3(4) 5.3(7) 5.3(19)	
<p>Key / Transferable Skills (generic)</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> Manage, select / integrate information from a range of sources, and critically analyse and evaluate Design and manage projects and investigations Deploy key techniques of the discipline, effectively using ICT where appropriate Observe and assess to provide data to inform decision making Critically evaluate the appropriateness of different approaches to solving problems Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems identified by that analysis Effectively communicate information (both qualitative and quantitative), arguments, and analysis, in a variety of forms, to specialist and non specialist audiences 	Aims – 1,2,3,4	<p>Education Studies <i>Transferable</i> 5.7 (1) 5.7 (2) 5.7 (3)</p> <p>Early Childhood Studies <i>Subject Specific Skills</i> 5.3 (3) 5.3(12) 5.3(16) 5.3(17) <i>Generic skills</i> 5.5</p>	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020
<p>Employment-related skills/Practical Skills</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> Apply subject principles in an employment context, possibly different from that in which they were first studied Reflect on their own value systems, development and practices Undertake further training, develop existing skills and acquire 	Aims – 1,2,3,4	<p>Education Studies <i>Reflection</i> 5.6 (1) <i>Transferable skills</i> 5.7 (4)</p>	

<p>new competencies that will enable them to assume significant responsibilities within organisations</p> <ul style="list-style-type: none"> • Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making • Work effectively and supportively within a team, and develop and maintain agreed responsibilities and deadlines • Apply best practice in terms of professional development, conduct and ethics, and multi-professional and multi-agency working • Sensitively meets obligations to others acknowledging diversity and equality of opportunity • Develop, implement and evaluate action plans to meet the needs of children • Use ICT to support their own development and the development of children 		<p>5.7 (5)</p> <p>Early Childhood Studies</p> <p>5.3(6)</p> <p>5.3(8)</p> <p>5.3(9)</p> <p>5.3(10)</p> <p>5.3(11)</p> <p>5.3(18)</p> <p><i>Generic Skills</i></p> <p>7.15 (11)</p>	<p>HIGH2015</p> <p>HIGH2016</p> <p>HIGH2017</p> <p>HIGH2018</p> <p>HIGH2019</p> <p>HIGH2020</p>
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3. Module Records

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

MODULE CODE: HIGH1018	MODULE TITLE: Understanding Children's Learning and Development
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module introduces important theories of child development. There is particular emphasis on the role of play, language, motor skills and schemas. Observational techniques will be studied and used to analyse children's development in the light of theory.
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement:

MODULE AIMS: This module allows the student to explore some of the most important theories of child development and learning. The students will be able to show that they have the competence to follow and complete ethically appropriate observational research.
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ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none">1. Describe and contrast some major theories of child development and learning.2. Identify factors affecting development.3. Demonstrate ability to follow ethically appropriate observational preparation and techniques.4. Record and evaluate observations within a work setting.5. Analyse information gained from observation in the perspective of theory studied.6. Reflect upon own learning.
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DATE OF APPROVAL: 15/10/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 20/09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Cat Farnon	OTHER MODULE STAFF:
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Summary of Module Content

A play environment should aim to facilitate the development of cognitive, physical, linguistic, social, emotional, sensory, moral and behavioural skills. A large proportion of learning will be self-driven and child initiated, but an aspect will be adult led, and a practitioners' role is central in extending skills and providing new stimulations and an environment for sustained shared thinking.

In order to work with children and give them the opportunities and support they deserve, it is essential that practitioners understand how children learn and develop. The early years of a child's life are key to future development, which highlights the responsibility adults have in maximising learning potential and ensuring that a child is emotionally supported in order to have the confidence to make the most of experiences on offer. The nurturing environment and the range and quality of experiences are central to unlocking the potential in a child. In this module we will examine how research and theory influence and enhance our understanding of how children learn and therefore how to provide quality early years environments.

This module will explore play and learning and examine key theories that have contributed to our understanding of how children learn and develop. Student's will have the opportunity to try different observation techniques and will experience planning from observations in order to enhance a child's development in key developmental areas: this is a highly rewarding aspect of your role and central to all practice. This module will facilitate understanding of practice and in turn, practice in placement will consolidate understanding of theory.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Assessment	24	Preparation in class, observations, analyses, writing up
Community visits	8	Activities based in the community.
Guided independent learning	44	Moodle based activities, set exercises, set reading
Lectures	40	Weekly in college
Private study	78	Background reading, approximately 6hrs a week
Work based observations	6	Observing children in preparation for assessment task

Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)
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Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1		100%	Students will carry out three observations on one child using different methods. They will analyse, link to theory and make recommendations for the child's holistic development (L. O: 1, 2, 3, 4, 5, 6)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH1020	MODULE TITLE: Children's Rights and Welfare
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 The focus of this module is the lives of children in Jersey and the UK; exploring key social and political issues that affect their lives and of their families. The influence of international agreements on the Rights of the Children on UK legislation will be investigated covering legislation that supports child protection.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To give a social and political framework for the rights, welfare and support services available for young children in Jersey and the UK and apply to Jersey context.

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

- To understand the underlying principles of Child welfare and identify Children's Rights in different contexts
- To be able to make a comparison between the legislation and processes in Jersey and the UK
- To analyse the theory and practice involved in provision for children together with the consequences to children and families under the UK legislative frameworks of both Jersey and the UK

DATE OF APPROVAL: 15/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:
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Summary of Module Content

Every human has rights and initially this module will explore what is the essence of humanity as declared by the Universal Declaration of Human Rights (UDHR). Children's rights is an international issue affecting all sectors of provision for children and all aspects of their lives yet according to Nutbrown (2009, p.12) '...surprisingly few childhood educators are aware of the United Nations Convention on the Rights of the Child (1989) and even fewer are familiar with the detail (or the spirit) of the Convention.' Viewpoints on the concept of rights are variable with some saying children's rights are fundamental and others arguing that they are contestable. Within this module we will then go on to explore the history, development and influences on policy making both in the UK and locally and explore how policy has an important impact on the daily practice of all settings and practitioners. Baldock et al (2009, p.1) write that:

Working with young children every day is fascinating and demanding. It is easy to see why so many early years' practitioners remain entirely focused on the task in hand and do not spend time discussion policy which is seen as something produced by people in suits somewhere else that just has to be implemented. A common joke has the person in charge explaining 'there is no reason for it – it's just our policy.'

The welfare and health of children will be addressed in terms of historical and current influences that reflect the underpinning legislation that supports provision for children and families under the frameworks of both the UK and Jersey. Previous and existing legislation and guidelines to protect children from abuse and neglect will be examined and influences such as the tragic case of Victoria Climbié, the Laming report, (2003) and subsequently Every Child Matters (DfES, 2003) will inform discussions. We believe that it is vital that practitioners' actively challenge all aspects of discrimination and promote children's rights if we are to be able to give the maximum opportunities to all children to reach their full potential. This module has been compiled with the intention of helping you to develop an awareness of issues surrounding children's rights and welfare and in relation to your own situations and practice, illuminate your own perspectives.

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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	12	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	76	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1	Literature review	50%	Students will be expected to review the literature around the topic of children's rights and welfare guided by the given assignment title.(L.O 1,2,3)
		Set exercise	50%	Students are given a case study and asked to respond. Class based task – supporting resources can be used to inform response. (L.O 1)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1022	MODULE TITLE: Include Me! Perspectives on Disability
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces key perspectives on disability, inclusion and exclusion; critically examining historical and cultural views. It challenges participants to examine their own attitudes and values.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To critically examine different models of disability
 - To critically examine disability from a cultural, historical, sociological and political perspective
 - To explore and challenge the participants own attitudes to disability
 - To explore the educational interventions and models with experienced Special Needs Practitioners

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge of different models of disability
 2. Intelligently apply these models to critically analyse historical, cultural, psychological and sociological perspectives on disability and inclusion
 3. Examine educational interventions within the context of the perspectives studied
 4. Investigate and make comparisons of provision in the UK and Jersey for children with special need
 5. Reflect upon own values , experiences and attitudes in the light of this knowledge

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Cat Farnon	OTHER MODULE STAFF: Lynn Blakemore
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Summary of Module Content

The key purpose of this module is to help you consider what educational opportunities and interventions are available for children and young people with special educational needs and the rationale behind them. We will examine historical, cultural, political and social perspectives on disability and inclusion, considering how and why these have changed over time.

Every child has a right to feel valued and confident with their identity. They have a right to have cultural values and beliefs accepted and equally access the curriculum and appropriate learning resources. To learn, a child needs to have self-esteem and be provided with appropriate learning opportunities, to laugh a child needs to feel secure and happy, to love, a child needs to have self-acceptance. Childcare providers have a very privileged role- to contribute to the development of a child and to enable every child to reach their full potential, regardless of any challenges the child faces in a culture that celebrates difference.

Every child has the right to be treated as an individual, a right to education, a right to develop their personalities and talents to the full. The child should always be 'seen' first, the disability afterwards, only then can we start to provide appropriate support and intervention.

A key objective of this module is to enable students to question their own practice and reflect on their experiences. Most people believe their personal values are in the proper place, and can see the need for improvement in others rather than recognizing their own shortcomings. Students will learn to reflect on their own practice and values and use this knowledge.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Assessments	30	Preparation in class, revision time, essay writing
Community visits	6	One off visit to specialist provision
Guided independent learning	44	Moodle based activities, set exercises, set reading
Lectures	38	Weekly in college
Private study	78	Background reading, approximately 7hrs a week
Seminar	4	Guest speakers
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Essay	100%	Students will write an essay focusing on how the needs of children and young people with disabilities are met within the islands provisions (L. O: 1, 2, 3, 4, 5)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1023	MODULE TITLE: Provision for Children
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces patterns of provision for children, locally and in the UK and compares this with provision from around the world. Curriculum frameworks and approaches to include Te Whariki, Montessori, Steiner and Reggio Emilia will be considered alongside different approaches to care environments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To identify and critique political, economical and cultural influences that can impact on provision for children
 - To examine pedagogical approaches from around the world and contextualise possible strengths and weaknesses to practice and provision.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge of political, economical and culture factors that can influence provisions and practice and analyse the impact that this can have on experiences
 2. Examine curriculum frameworks and pedagogical approaches and present back findings that consider both strengths and weaknesses

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Cat Farnon	OTHER MODULE STAFF:
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Summary of Module Content

Children are literally the future of any society; therefore what we provide for them reflects how we value our children.

‘Each society’s response to the needs of children is intricately bound up with the way it sees itself and its hopes and fears for the future. In our society powerful interest groups, social commentators, politicians, academics and children’s charities debate the importance of family integrity, social trends and the impact of the state on children’s lives’

(Foley P., Leverett S, 2008, p. 1)

This module explores and analyses the influences on what is provided for children in different countries/settings. These drivers dictate social policy and legislation relating to professional practice in the care, education and protection of children. By looking at and comparing provision in different countries we can begin to understand how these influences impact upon a child’s experience and most particularly the outcomes for each individual child.

An investigation of approaches to children’s provision will be critically appraised. You will further examine and apply this in a way that leads to reflective and evidence based practice.

Key skills that practitioners working within a childcare context should be aware of will be explored. You will examine the values and principles that underpin multi-disciplinary team working. You will also study the importance of the partnership between parents, practitioners and children. This module enables you to acquire and develop relevant knowledge of various theories and relate them to your experiences in practice.

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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	46	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	6	Presentation practice
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	3D Model	80%	A 3D model and rationale that represents a quality childcare provision. (L.O.1, 2)
		Presentation	20%	Presentation of model and rationale (L.O.1, 2)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1063	MODULE TITLE: Today's Child
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences. Comparative studies are used to develop awareness of historical and social constraints.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	90%
PRACTICAL	
P1	10%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To understand and identify different experiences of children in a historical context and in Britain today.
 - To raise students' awareness of the experience of childhood in sociological terms.
 - To identify and discuss social factors that may influence development.
 - To compare case studies of today's children.
 - To introduce sociological research processes.

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

1. Demonstrate systematic knowledge and understanding of childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives and the underpinning theories.

DATE OF APPROVAL:	FACULTY/OFFICE: Academic partnership
DATE OF IMPLEMENTATION: 10/06/2015	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM: Spring

Additional notes (for office use only):



Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:
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Summary of Module Content

Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences and comparative studies are used to develop awareness of historical and social constraints. Until we are clear about what childhood and children mean to us as individuals, we cannot begin to become effective practitioners. According to Dickens and Hyder (2002) 'our inbuilt assumptions – derived from our unique individual blend of experience and knowledge – are of fundamental importance in shaping and influencing our practice. The mere fact of having once been a child, however, does not make us experts although it may give us a particular view' (p.13).

There are three main philosophical perspectives that have influenced thinking around childhood in this country, empiricism, nativism and interactionism and these will be introduced and explored in detail as part of this module. Factors such as gender and social class will be addressed as these have played a part in shaping the lives of children throughout the years alongside the impact of historical events on childhood experiences. Concepts of childhood are often informed from an adult perspective and children themselves can be viewed as a subordinate group in society, subject to the restrictions and limitations of what adults think is appropriate. Childhood has also been shaped by political and economic factors with Jones et al (2008) writing that:

Within a nation, the status, rights, responsibilities and obligations attributed to children affect their experience and life chances. Children as members of a nation state and part of the international community are susceptible to political and economic influences. Arguably they are more susceptible than other sectors of the population as they have greater vulnerability due to age, developmental stage and relative powerlessness (p.22).

Technology is creating new and extraordinary ways of communicating and learning and arguments for and against the impact of technology on children's lives today remains a concern to some. Many of these technological developments are located within the media and popular culture and the media has an enormous influence on the cultural lives of children in industrialised societies. This module will explore how we can engage with children through this medium and use technology and popular culture to positively inform the curriculum.

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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	4	Presentation practice
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Academic Poster	90%	To create and present an academic poster that demonstrates insight and understanding of historical and sociological perspectives surrounding children and childhood drawing upon current concepts and theories (L.O.1)
Practical	P1	Oral presentation	10%	Students will be expected to do an oral presentation (10 mins) where practical presentation skills will be assessed. (L.O.1)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH1064	MODULE TITLE: Professional Development
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CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module is designed to give students the skills and confidence to make the most of the college and work based elements of the programme. It covers such areas as: communication; time management; team working; study skills; objective setting; and learning while working through practical engagement in a range of childcare environments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	90%
PRACTICAL	10%
P1	

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:** The module aims to enable students to:
- Operate as effective undergraduates able to meet their personal, programme and work requirements.
 - Work and communicate effectively with both college and work colleagues
 - Effectively present themselves, arguments and information in the college and work context
 - To provide students with the opportunity of learning from work, acquire work based knowledge and be able to reflect on how they work and can improve personal practice
 - To develop their employment skills so they enter the workplace as effective contributors

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Identify and build upon their preferred learning style. Plan, organise and take responsibility for his/her own learning
 2. Present information and concepts, and to develop lines of argument in a manner which is structured, accurate and persuasive
 3. Work as an effective member of staff exercising personal responsibility and using standard technologies as appropriate
 4. Link and apply knowledge, concepts and skills from academic study to a work situation
 5. Critically evaluate own experiential learning through reflections on own practice

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 10/06/2015	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Cat Farnon	OTHER MODULE STAFF:
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Summary of Module Content

As a childcare professional you will be instrumental in raising the quality of provision for young children in transforming children's lives. You will be change agents, improving practice across all areas and helping to support and mentor other practitioners.

Effective practitioners in the early years are required to be committed, enthusiastic and reflective and have a breadth and depth of knowledge, skills and understanding. Self evaluation is very important to be a reflective practitioner. This unit will support reflective practice and is best understood as an approach which promotes autonomous learning and helps to develop your understanding and critical thinking skills. Techniques that you will be introduced to will include self and peer assessment, problem-based learning, personal development planning and group work that can all be used to support a reflective approach to your work with children and young people.

This module will be an opportunity to gain study skills that will support your learning, this will include report and letter writing and presentation skills, core IT skills that will support your learning within a 21st century learning environment. This will help you to develop your skills and reflect on personal qualities that will assist your academic progress across the degree.

This module will prepare you to participate in work experience and facilitate reflection and will give you the opportunity to analyse how groups work together. You will be required to collate all your evidence in a portfolio. This portfolio will be very personal to you and you can present it in a way that means something to you. This portfolio will give you the opportunity to bring together some of the guiding principles of successful personal learning and support your career development.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Community visits	10	Visit to childcare environments
Guided independent learning	40	Moodle based research, set exercises, set reading
Lectures	50	Weekly in college over two terms
Private study	46	Background reading, reflections, research
Seminars	18	Guest speakers
Work-based learning	36	Observations, activity planning, reflections
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Practical	P1	Presentation	10 %	Students will share the journey of their professional development and portfolio with their peers (L. O: 1, 2, 4, 5)
Coursework	C1	Portfolio	90%	A portfolio and presentation of evidence documenting work-based learning, links between theory and practice, personal growth, documents and experiences over the first year of the Foundation Degree (L. O: 1, 2, 3, 4, 5)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH2015	MODULE TITLE: Child Development is for the Future Adult
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 A child's self-esteem is key to their future; heredity, experiences, the environment and those around the child all contribute and influence their holistic development. The formation of a child's self-concept and gender identity will be studied in addition to emerging theories on emotional intelligence.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- To develop critical understanding of the concept of holistic development in children
 - To particularly focus on emotional development for the future person.
 - To develop critical understanding of self- concept, esteem, image and gender identity
 - To develop observation and evaluation skills.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate critical understanding of the theories underpinning the concept of holistic development in the child.
 2. Understand the importance of emotional wellbeing and development for children.
 3. Debate the influence of social context, diversity and self-esteem on a child's learning.
 4. Extend own skills of observation and awareness of ethical constraints.

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Christopher Journeaux	OTHER MODULE STAFF: Cat Farnon
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Summary of Module Content

Emotional intelligence is the ability to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions; to know what emotions are and how they impact on us; what feelings mean to us as individuals. It is subjective and dependent on previous knowledge, understanding of the self and ability to learn and reflect. We will examine the potential influence of early experiences, trauma, social interactions on emotional intelligence and the possible influence of gender, parenting styles and attachment on emotional and social development.

Behaviour reflects a child's internal state; it is a visible response to a feeling or an emotion. Responses vary between individuals, as practitioners we have to find out the cause to then deal with the reaction and emotions. Lack of knowledge of emotions and ability to regulate them can affect a child's ability to learn and make social relationships. Providing a learning environment that nurtures children and enables self-expression and values individuality is central to holistic well-being and an essential part of a practitioner's role. Students will have the opportunity to observe and plan for an individual child's personal, social and emotional development and this could potentially positively impact on the child's holistic development.

Learning is a lifelong process. Early experiences may shape the way we are today, but it is important to acknowledge that every person has the ability to change, develop and learn. Potential for change should not be underestimated; we are not stuck in one mind set, embedded in our past, we all are capable of positive change and can shape our lives and enhance our experiences.

This module requires students to engage in personal reflection- it is extremely important as carers or educators that we have an understanding of our own emotional intelligence to enable and develop this in others.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Assessment	34	Preparation in class, scheme of work, essay
Guided independent learning	30	Moodle based activities, set exercises, set reading
Lectures	42	Weekly in college
Private study	80	Background reading, approximately 8 hrs a week
Seminar	2	Guest speaker
Work based learning	12	Observations, planning and activities
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Observations	25%	Two observations to be carried out on a target child. (L. O: 4)
		Essay	75%	A reflective essay that analyses the child's development and progress over time. (L. O: 1, 2, 3, 4)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2016	MODULE TITLE: Who Am I?
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Research finds that even before birth learning occurs and that children continue to be active learners. Building on the successful observational methods of earlier scientists such as Vygotsky and Piaget students will be encouraged to critically appraise research and develop connections between theories studied.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To develop students' understanding of emerging theories of motor, cognitive and social development
 - To further students' understanding of purposeful play in development and learning, and factors that can influence this
 - To enable students to analyse from the child's perspective

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate an in depth knowledge, understanding and ability to apply a range of developmental theories
 2. Apply knowledge selectively to their experience of children
 3. Have a critical understanding for the child's learning capabilities

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Anne Gray	OTHER MODULE STAFF: Dr Sue Le Masurier
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Summary of Module Content

Research tells us that learning occurs even before birth and that children continue to become active learners. Many researchers and theorists (Bruce, 2005; Smidt, 2011) have discussed play and its place in learning. Some Educationalists have defined play as being children's work. Some adults can be heard to say- children don't know how to play now!

Some researchers and writers (Athey, 1990; Nutbrown, 2008) suggest that as children explore objects they may be asking questions about the properties of the object? Is this play, and how does it support learning?

Environments play a part in enabling children to play and learn. Skilled practitioners can plan an environment that reflects the likely needs of children and young people. Careful observation of children helps to plan the environment and resources to support and develop play and learning according to individual preferences and needs.

We need to acknowledge the child's perspective of how they view their own learning and development. More and more researchers are listening to the voices of children. As practitioners and policy makers this approach may create uncertainties about planning for children, as we strive to create appropriate ways of listening to children's voices and include this information in our planning.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Seminars	20	Class room based and tutor/peer led
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100

hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments</i> <i>Include links to learning objectives</i>
Coursework	C1	Article critique	100%	Students to choose and critique an academic journal of personal interest to them. (L.O 1-3)

Updated by:

xx/xx/xxxx

Date:

Approved by:

XX/XX/XXXX

Date:

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

MODULE CODE: HIGH2017	MODULE TITLE: Children in Society (Research Module)
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
Using the psychological and sociological research framework from year 1, students will analyse some of the ethical issues that may arise when involving children as research participants. A small scale research project will form the assessment mode for this module.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To develop and in depth understanding of ethical issues and methodology supported by own reading and field study
 - To gain a critical understanding of children’s behaviour through a detailed study of children in a naturalistic setting and gain understanding of the social context which shapes their behaviour
 - To raise awareness of new developments and theories in the discipline

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Understand the value of contextual child study and the ethical issues involved
 2. Able to apply knowledge and methods
 3. Ability to initiate critical analysis and propose solutions

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:
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Summary of Module Content

This module aims to introduce you to some key ideas and practices in research. It is designed to enable you to develop your understanding of various research methods and issues of methodology when undertaking research in the area of childhood studies. This will help you to be able to critique the work of other researchers as well as prepare you for your dissertation, should you choose to continue your studies. This module is designed to open up research processes and practices to you and aims to help you develop the skills to ask questions about the methods and methodology of research you encounter in the field of childhood studies.

Childhood studies is a multi-disciplinary field of research and as such is a fascinating field of study incorporating disciplines of psychology, sociology, politics, history and curriculum awareness. This also makes us challenge our thinking and research processes as it becomes difficult to explore just one of these disciplines in isolation as then ‘...there is always a danger of reaching conclusions that cannot withstand scrutiny from another disciplinary perspective’ (Nutbrown, 2009, p.5).

The module aims to provide you with information and ideas to enable you to choose suitable research methods for your chosen area of study and be able to justify your reasons for choosing them. Initially, you will work with your tutor to identify a research question. This could follow a particular interest you have in a particular area or be something that you have questioned through your studies and placement experience to date which you are keen to explore further. You will then be supported through the mechanics and processes of research methods and methodology and write up a research report, identifying how you would endeavour to carry out your enquiry.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Tutorials	20	Independent guidance on research design. 1-1 tutorials/email correspondence
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Research report	100%	Students are required to devise a research question, methodology and consider ethical issues that may arise as a result of their research proposal. Research is not actually carried out in this module. (L.O. 1-3).

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH2018	MODULE TITLE: Multi-agency working and the impact on children
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
This module looks at the importance, challenges and methods of multi-agency working in meeting the needs of children. The legislation and Codes of practice that guide teams will be examined.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To critically examine the roles & responsibilities of those working with children and families.
 - Develop skills and understandings needed for multi-professional teams.
 - Analyse the influence of effective multi-professional teams on children and their families.
 - To understand the challenges and constraints of multi-professional and multi-agency working and the approaches which make for effective working
 - To develop working knowledge and skills in the development of action plans for meeting and promoting children's health, wealth and safety

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify, analyse and critically compare the skills, responsibilities and roles of a range of professionals working with young children.
 2. Recognize the ethical issues involved in multi-professional teams.
 3. Able to exercise the interpersonal skills and communications that help teams to be effective.
 4. Reflect upon own role and responsibilities within a team.

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Heather Davies	OTHER MODULE STAFF:
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Summary of Module Content

Multi agency or multi professional working is about many different services working together to enhance provisions and prevent problems that may occur. It is about proactive working and not reactive responses. Yet such collaboration comes with challenges and complexities. Managing the process can be problematic as commented by a full services extended schools co-ordinator (FSES) “it’s hard work. It is constantly talking, emailing, communicating with them, being positive, keeping them involved, making sure they’re happy, that they’ve got their office space, and their time slot. It’s time consuming.” (CfBT, 2007,p.93).

With an ever changing government comes a change in policies too. However, many new policies are built upon original pieces of legislation or research. This module will explore the impact of these policies and the skills practitioners need to work with such policies.

This module will examine the various roles and responsibilities of those working within multi-agency teams and the skills that they require to ensure effective working. The module will also identify the challenges and constraints that come with multi professional practice. As Cheminais states “multi-agency partnership working will not be effective unless it is based on trust and mutual respect between each children’s workforce practitioner, who is clear about their role and the value they add in improving children’s well-being.” (2009, p. ix)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	Weekly in college
Seminars	10	Class room based and tutor/peer led
Guest speaker	2	External delivery from expert in field
Guided Independent learning	68	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100

hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Critical incident report	100%	A critical examination and comparison of the roles and responsibilities of those working with children and families (L.O. 1-4)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2019	MODULE TITLE: Physical Movement in the Lives of Children
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Many approaches to learning promote the use of movement to develop cognitive constructs and consider outdoor play as essential for ensuring children’s well-being. Different philosophies will be examined and historical and international perspectives compared.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To develop a critical understanding of holistic development in the child.
 - To establish an in depth understanding of physical development and the role of movement in children.
 - To develop a comprehensive knowledge of international perspectives on outdoor play and movement activity.
 - To develop activity planning skills linked to theoretical understandings of movement for young children.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate in depth knowledge of holistic development in the child.
 2. Demonstrate a critical understanding of the importance of physical wellbeing and development for children.
 3. Undertake a detailed analysis of the influence of social context on a range of outdoor provision.
 4. Extend own skills of planning to promote physical well being.

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:
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Summary of Module Content

This module enables students to study child development holistically but with particular emphasis on the importance and influence of physical activity, health and overall well-being. 'Right from birth there is such a powerful urge to move that babies soon struggle to be freed from the constraints of adult arms or restricting buggies, and will bounce their legs up and down in continual mock walking movements when lying on the floor or sitting in a car seat' (Ouvry, 2000, p.12).

Piaget, Bruner and Donaldson all refer to children's learning as being 'thought in action' and the fact that children need to explore their environment through their senses in order to develop and understand the concept of abstract thinking. Body and mind are inextricably linked and 'physical experiences that children have are of crucial importance in helping them to discover their bodies and their surrounding and to gain understandings of such fundamental concepts as time and space' (May, 2011, p.26).

A variety of approaches such as outdoor play, Forest schools and dance which all promote this area of development will be explored. Students will be offered practical experiences of some approaches but to complement the learning within this module students are expected to read widely so as to be able to construct their own understanding. Details of educational visits will be given to all students nearer the planned dates.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	Weekly in college
Visits	8	Visits to outdoor provisions
Guest speaker	6	External delivery from Yoga expert and forest school activity
Guided Independent learning	66	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1		100%	Students to write a report on a local outdoor provision and devise and activity plan that supports physical movement. (L.O. 1-4).

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH2020	MODULE TITLE: Management and leadership in the children's workforce
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CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module builds on the knowledge and skills of interpersonal and group behaviour acquired in year 1 and knowledge gained in other modules in the course, to an in depth focus on the principles and practice of management, leadership and change in the children's workforce.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To explore and develop knowledge and understanding of the theory behind a range of management and leadership styles that could be used within the children's workforce.
 - To explore how the performance of individuals and teams can be changed and developed through appropriate management and leadership styles, and actions to be taken.
 - To develop skills in order to critically analyse these concepts, and reflect on practice in a management and leadership role in the children's workforce.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate a critical understanding of the organisational culture of a setting, and the role of the children's workforce in each element
 2. Demonstrate a critical understanding of the concepts and principles of management, leadership, motivation and support, and apply these principles to the work context
 3. Undertake a critical analysis of management actions, which includes a reflection on their own role performance
 4. Work as the effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of others

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Pat Riley	OTHER MODULE STAFF:
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Summary of Module Content

This module will introduce you to an alternative perspective on your role in the children's workforce, by highlighting the importance of effective management and leadership in the day-to-day operation and organisation of a setting.

Talan & Bloom (2011) refer to the growing professional consensus that the quality of early childhood programmes should be viewed through a broader lens than only the classroom environment. They consider the absence of quality systems at the organisational level can mean that high quality interactions and learning with children cannot be sustained.

The increasing demands on managers of early childhood settings, means leadership is emerging as an important issue in this context (Leeson, 2010). Reflective practice is also considered to be a valuable problems solving strategy for busy leaders (Jones and Pound, 2008), so is evident as an essential element of each lecture in the module.

Your individual preferences, which were determined by the Myers Briggs Type Indicator (MBTI) in your first year, will continue to be used to develop awareness of your styles of communication, teamwork, leadership and management.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Seminars	20	Class room based and tutor/peer led
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1		100%	Critical incident report – students need to demonstrate a critical understanding of the organisational culture of a setting, the role of the children’s workforce and the concepts and principles of management to a work context (L.O.1-4).

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
FdA Financial Services
2015 – 16**

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to FdA Financial Services.

Welcome to the Foundation Degree (FdA) in Financial Services approved by Plymouth University. The college is delighted that you have chosen to study with us.

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 the College / University Student handbook available at <http://www.highlands.ac.uk/moodle/course> which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

PROGRAMME SPECIFICATION¹

Programme Title: FdA Financial Services

Partner Delivering Institution: Highlands College

Start Date: 2015-16

First Award Date: July 2016, full-time, July 2017 part-time

Date(s) of Revision(s) to this Document: 9th September 2015

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education². The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes³.

¹ This Programme Specification contains no information pertaining and/or referring to any individual and is therefore appropriate for dissemination as a public document.

² QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf>, last accessed 28th July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

³ If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Highlands College, Jersey
Accrediting Body:	N/A
Language of Study:	English ⁴
Mode of Study:	Full Time / Part Time
Final Award:	FdA Financial Services
Intermediate Award:	NA
Programme Title:	FdA Financial Services
UCAS Code:	N/A
JACS Code:	
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) Foundation Degree Qualification Benchmark (FDQB). QAA Subject Benchmark for Finance QAA Subject Bench Mark for General Business and Management
Date of Programme Approval:	May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

The FdA Financial Services has been designed in partnership with the Financial Services industry in Jersey and Plymouth University. The subjects studied give students knowledge and understanding of how the local finance industry operates and links to the financial services industry in the UK and internationally. On completing this programme students will have developed the personal, professional and academic skills needed to embark on a successful career in finance.

To develop the personal and professional skills required students must undertake extensive periods of Work Based Learning placements in business organisations within the sector. Work Based Learning placements not only allow the development of personal and professional skills but support student learning as academic theory can be linked to work practices. These paid placements are an integral part of the course and allow students to earn while they learn.

⁴ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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

NA

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

The programme will deliver:

A1: An informative and challenging programme of study giving knowledge and understanding of Financial Services, the organisations operating in the sector, their management, the services they provide and their products.

A2: The development of skills in evaluation, appraisal and the use of a range of tools and techniques appropriate to the financial services industry to enable problem analysis and the development of solutions to these problems.

A3: A range of transferable skills including communication skills which enable individuals to communicate effectively using both qualitative and quantitative information through a range of media; as well as the development of skills to enable individuals to work within teams and organisations.

A4: Skill in the development of reflection, professional development and personal development planning to ensure individuals can work under their own initiative or as part of a team and engage with Lifelong Learning, career planning and career development. .

A5: Customer Service skills, IT Skills, numerical skills, literacy based skills and industry specific skills linked to the financial services sector.

PS6. Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate knowledge and understanding of the financial sector, the regulations, organisations, underlying concepts, principles and theories which underpin the different parts of the industry.

ILO2: Present, analyse and evaluate qualitative data and quantitative information. To develop argument underpinning sound judgment in accordance with principals and theories relevant to financial services in different contexts, particularly in working practice.

ILO3: Work as an effective member of staff; able to work as part of a team, communicate effectively, take responsibility, manage their time effectively and meet deadlines.

ILO4: Reflect on and evaluate their own experience enabling them to investigate and analyse career opportunities identifying the limits of their knowledge and

understanding and enabling them to engage fully in the personal development and career planning related to financial services.

ILO5: Use professional and practical skills relevant to financial services, such as customer service skills, IT skills (both generic and specific to the sector), numeracy skills and literacy skills in academic study and in Work Based Learning placement.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

The FdA Financial Services has been designed in partnership with a diverse range of organisations which contribute to the economy of Jersey and with Plymouth University. The modules studied give students knowledge and understanding of a wide range of subjects which impact on and influence management and delivery of financial services business in the offshore context.

The curriculum is designed in partnership with local financial services businesses to ensure its relevance and currency; secondly, delivery of the programme is enhanced by lecturers with experience in financial services; thirdly, the programme allows students to develop work-place skills and their professional network through extended periods of work-placement which also allows students to apply what they learn in the classroom to a real-world context. The programme benefits from the close working relationships that the programme team have developed with a range of local and international financial services organisations. The key features of WBL are:

Help in preparation of CV and interview skills.

The opportunity to meet organisations prior to formal interview.

Facilitation of a placement with a leading financial services firm through a supported but competitive interview process

Organisational mentor who supports the student while they are in the placement organisation.

Academic and tutorial support of the student by a programme tutor visiting the student while they are on placement in the organisation.

A payment of £250 per week while the student is in placement if the organisation is happy with their conduct and performance in placement.

Extensive period spent in placement, up to 24 weeks over two academic years.

Students are also offered the opportunity of taking part in an overseas study trip however this is dependent on the number of students wishing to participate.

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 = 6

Target student numbers per stage = 12

Maximum student numbers per stage = 15

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.

BA (Hons) Financial Services (Plymouth University validated), Highlands College.
Direct entry to the one year top up programme.

BA (Hons) Business degree taught at Plymouth University. Direct entry to Stage 3
Other Higher Education degree providers also recognise the FdA Business & Management degree as an entry qualification to the third year of their business degree programmes.

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:
<p>Level 2:</p> <ul style="list-style-type: none"> - Key Skills requirement / Higher Level Diploma: <p>and/or</p> <ul style="list-style-type: none"> - GCSEs required at Grade C or above: 	<p>Minimum of 5 GCSE's at Grade C which must include Maths and English.</p>
<p>Level 3: at least one of the following:</p> <ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers: 	<p>Normally 160 UCAS points from two A Levels at C grade, or equivalent, but subject to interview.</p> <p>When English is not the first language of the applicant they will need to achieve 6.5 in the IELTS examination.</p>

Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit
APEL / APCL⁵ possibilities:	APL will be considered for all modules on the programme under the appropriate Plymouth University Regulations.
Interview / Portfolio requirements:	Interviews will be required with each applicant to ensure they have the appropriate personal and academic skill set to embark on the course and ensure they are aware of the structure and content of the programme. . Applicants are also required to submit a 1000 word written assignment on the opportunities and threats facing the industry.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Prior to embarking on WBL placements students will be required to undergo a company screening process funded by the company. Alternatively the company may ask the student to complete a Disclosure and Barring Service (DBS) check funded by the student.

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):

The list below indicates the modules allocated to the Financial Services External Examiner, for this titled programme. The other modules are allocated to the External Examiner for Business & Management. New and revised modules will be allocated appropriately.

Financial Services

HIGH1057 Business Accounting

HIGH1056 The International Finance and Accounting Sector

HIGH1037 Financial Markets and Investment 1

HIGH1052 Business Law & Financial Services Regulation

⁵ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

HIGH2039 Macro and Micro Economics
HIGH2056 Financial Markets and Investment 2
HIGH2058 Research, Analysis and Decision-making

Additional stakeholders specific to this programme:

Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation Questionnaires, individual academic tutorials and through the class representatives.

Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings often held through the graduate's role as an organisational mentor for students on placement.

Organisations are also engaged through a number of different processes. These include focus groups, individual organisation feedback gathered when the Work-based Learning tutor visits students in placement. Interviews and discussion are also held with a network of senior managers in financial service sector organisations and with Jersey Finance who have extensive knowledge of the programme.

PS12. Programme Structure⁶

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

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

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

FHEQ level: 4 For: FdA Financial Services Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All year	All are core modules	20 20 20 20 20 20	HIGH1054 Professional practice HIGH1052 Business law & financial services regulation HIGH1051 Business relationship & customer service management HIGH1056 The international financial & accounting sectors HIGH1037 Financial markets & investment 1 HIGH1057 Business accounting

FHEQ level: 5 For: FdA Financial Services Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All year	All are core modules	20	HIGH2039 Macro and micro economics

⁶ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

			20	HIGH2057 People & organisations
			20	HIGH2058 Research, analysis & decision making
			20	HIGH2042 Operations & process management
			20	HIGH2043 Marketing
			20	HIGH2056 Financial markets and investment 2

FHEQ level: 4 For: FdA Financial Services Part Time

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All year	All are core modules	20 20 20	HIGH1054 Professional practice HIGH1051 Business relationship & customer service management HIGH1052 Business law & financial services regulation

FHEQ level: 4 For: FdA Financial Services Part Time

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	All are core modules	20 20 20	HIGH1056 The international financial & accounting sectors HIGH1037 Financial markets & investment 1 HIGH1057 Business accounting

FHEQ level: 5 For: FdA Financial Services Part Time

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
3	All Year	All are core modules	20 20 20	HIGH2057 People & organisations HIGH2042 Operations & process management HIGH2043 Marketing

FHEQ level: 5 For: FdA Financial Services Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
4	All Year	All are core modules	20 20 20	HIGH2039 Macro and micro economics HIGH2058 Research, analysis & decision making HIGH2056 Financial markets and investment 2

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁷

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

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

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Knowledge of the underlying concepts and principles of finance (FHEQ). An appreciation of the contexts in which Finance can be seen to be operating (F3.2). Knowledge of the financial services sector, its organisations, regulation, and trading processes and the underlying concepts and principles economics, accounting and business. (GBM 3.2, 3.4, 3.5, 3.6, 3.7) Knowledge of the interpretation of ideas and experience of practice within the context of employment within the sector (FDQB).</p>					

⁷ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

An ability to understand financial statements and a basic appreciation of the limits of financial reporting (F3.2)					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Demonstrate a basic appreciation of the nature of the context and institutional framework in which finance operates. Demonstrate a basic knowledge of the main theories used in finance and a basic ability to apply them in simple structured situations from given data generated for the purpose</p> <p>Reveal a basic ability to interpret straightforward financial data and carry out simple statistical and financial analysis.</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, learning from work experience.</p> <p>Secondary/Supplementary: Guest speakers, organisational visits, case studies, individual and group research.</p>	A1, A2, A3	ILO1, ILO2, ILO5	Examinations Coursework Written Reports Essays Presentations In-class tests	HIGH1054 HIGH1051 HIGH1052 HIGH1056 HIGH1037 HIGH1057
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>Knowledge and understanding are developed through, lectures, on-line learning, independent and group study, etc. and enhanced by guest speakers, organisational visits and the teaching of industry professionals in specific modules. Assessment is through a range of methods including course work examination, in class tests and presentations.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>An ability to evaluate, interpret and present qualitative and quantitative information to develop lines of argument and decision making in accordance with basic theories and concepts (FHEQ).</p> <p>Learning through reflection on practice</p>					

and experience to justify sound judgement and decision making (GBM3.9; F4.1)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Demonstrate a basic knowledge of the main theories used in finance and a basic ability to apply them in simple structured situations from given data generated for the purpose. Reveal a basic ability to interpret straightforward financial data and carry out simple statistical and financial analysis.	Primary: Class exercises, simulations and discussions, workshops, academic tutorials. Secondary/Supplementary: Case Studies, Reviews of business practice, Problem Based Learning, feedback.	A2, A4	ILO1, ILO2	On-line exercise tasks Examinations Written Reports Essays Presentations In-class tests	HIGH1051 HIGH1052 HIGH1037 HIGH1057
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem based learning. These skills are tested in in reports, group work, course work and presentations.					
Key Transferable Skills: Effective communication, oral and in writing using a range of media. (GBM 3.9) Numeracy and quantitative skills including data analysis.(GBM 3.9) Skills in the use of information technology. (F4.1) Experience of working in groups and other interpersonal skills (F 4.1) Interpersonal skills of effective listening, negotiating, persuasion and					

presentation.(GBM3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Demonstrated basic competence and command of professional and transferable skills including effective communication, presentation, IT, interpersonal and team working skills.	Primary: Workshops, seminars, Work Based Learning, Role Play, Lecture, tutorials, self-directed learning. Secondary/Supplementary: In-organisation appraisals	A3, A4	ILO3, ILO4, ILO5.	Group task Professional Development Plan (PDP) Viva On-line exercise tasks Written Reports Presentations In-class tests	HIGH105 4 HIGH105 1 HIGH105 6 HIGH103 7 HIGH105 7
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. These are strengthened through WBL, feedback from organisation mentors, the company appraisal system and feedback from the WBL tutor. They are assessed in different ways in different modules.</p>					
<p>Employment Related Skills: Experience of working in groups and other interpersonal skills. (F 4.1) Interpersonal skills of effective listening, negotiating, persuasion and presentation.(GBM 3.9) Effective time management in terms of time, planning and behaviour. (GBM 3.9) Communication and information technology- the comprehension and use of relevant communication and information technologies for application in business and management. (GBM 3.7, 3.9) Self-reflection and criticality including</p>					

self-awareness (GBM 3.9)					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Work as an effective member of a team, communicate, take personal responsibility, be self-aware and self-manage in terms of time planning and personal behaviour.</p>	<p>Primary: Workshops, seminars, Work Based Learning, Role Play, Lecture, tutorials Secondary/Supplementary: Feedback and appraisal with placement organisation.</p>	<p>A2, A3, A4, A5</p>	<p>ILO3, ILO4, ILO5.</p>	<p>Reflective journal / portfolio PDP Written communication IT exercises to test relevant skills. On-line assessments</p>	<p>HIGH1054 HIGH1051 HIGH1057</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are primarily taught through the Professional Practice & Business Relationship & Customer Services Management modules in lectures, workshops and seminars. These are embedded through monitored and supported WBL placements and assessed through student's reflective work for assessment, feedback from organisational mentors and feedback from the WBL tutor.</p>					
<p>Practical Skills: Successful application in the workplace of a range of skills learnt through the programme (FHEQ) Communication and information technology- the comprehension and use of relevant communication and information technologies for application in business and management. (GBM 3.7, 3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Customer Service skills</p>					

By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use a range of standard IT systems and software within defined contexts to communicate, manipulate data prepare presentations and written reports.	Primary: Workshops, Practical tasks, Online learning through VLE Case Studies. Secondary/Supplementary: Work-based learning Participation in investment game.	A3, A5	ILO2, ILO5	Written communication IT exercises to test relevant skills. Case study analysis Numeracy tasks (on-line) Investigation of data sets Portfolio analysis	HIGH1054 HIGH1051 HIGH1057 HIGH1037
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, seminars, VLE online exercises, formative assessment and student led feedback. Practical and computer based assessments of skills gained are undertaken by students.					

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Demonstrate knowledge and understanding of the well-established principles of the financial; service sector and how these principles were developed. (FHEQ)</p> <p>Demonstrate knowledge of the main principles of enquiry used in the sector and the ability to evaluate the appropriateness of these different approaches to solving problems.</p>					

<p>(FHEQ)</p> <p>Students understand the limits of their knowledge with respect to the sector and the impacts this has on their analysis and interpretation of information. (FHEQ)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify and compare key theories, concepts and agreed best practices in different areas of financial services showing understanding of how these have developed.</p> <p>Show an appropriate level of understanding of academic and sector research approaches, engage in discussion and evaluation of the strengths and weaknesses of these approaches.</p> <p>Evidence where lack of knowledge may impact on understanding, synthesis of ideas or potential solution proposed.</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, case studies, learning from work experience.</p> <p>Secondary/Supplementary: Guest speakers, group research</p>	<p>A1, A2,</p>	<p>ILO1, ILO2</p>	<p>Group presentations, Case study analysis, Written reports, research projects, Essay & examinations</p>	<p>HIGH2039 HIGH2057 HIGH2058 HIGH2042 HIGH2043 HIGH2056</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Core delivery of knowledge and understanding will be through, lecture, seminars, directed reading, independent study and group tutorials. Understanding will be tested through the students' ability to appraise theories and concepts and best practice. Some of this will be include appraisal of concepts, policies and practices engaged with during the students WBL.</p>					

<p>Cognitive and Intellectual Skills:</p> <p>Use a range of established techniques to initiate and undertake analysis of information and propose solutions. (FHEQ) (F4.1)</p> <p>Evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. (FHEQ) (F.4.1)</p> <p>Apply theories and concepts of business and finance and recognising the impact of real world complexity: To analyse complex situations, To develop lines of argument and make sound judgements, To synthesise appropriate plans of action and solutions. Outside the context in which they were first studied.(FHEQ) (F4.1)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Demonstrate basic skills of evaluation and analysis of ideas, information and data beyond descriptive summaries. Show manipulation of data and evidence which underpins ideas and solutions proposed. Use of ideas outside of the initial context</p>	<p>Primary: Lectures, Problem Based learning, Work Based Learning including critiquing practice, seminars, workshops, directed independent study, independent learning, academic tutorials, case studies, Formal feedback</p>	<p>A1, A2, A3, A4, A5</p>	<p>ILO1, ILO2</p>	<p>Coursework Written Reports Essays Research project Presentations In-class tests Exams</p>	<p>HIGH2039 HIGH2057 HIGH2042 HIGH2043 HIGH2056 HIGH2058</p>

	Secondary/Supplementar y: Guest speakers, group research, CPD events				
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed in class discussion and debate using case studies, problem based learning and appraisal of organisational processes and practices. Assessment will be focussed on students evidencing their academic and reflective skills to demonstrate they have achieved the learning outcomes.</p>					
<p>Key Transferable Skills: Numeracy skills including the ability to manipulate financial and other numerical data and to appreciate statistical concepts.(F4.1) Capacities for independent learning. (F4.1) Communication skills. (F4.1) Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports. (GBM 3.9) Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise (GBM 3.9) Self-reflection, including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p>					

Also, the skills of learning to learn and developing a continuing appetite for learning; Reflective, adaptive and collaborative learning. (GMB4.1)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Undertake numerical analysis and show a basic comprehension of statistical information. Demonstrate effective use of communication skills orally and in writing. Manage their learning by evidencing engagement with self- directed learning and time management. Evidence reflection and awareness of diversity in the workplace and its value in learning and personal development	Primary: Online learning and exercises. Research exercises Preparation of assessed work Work Based Learning Reflective practice Feedback Secondary/Supplementar y: None	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Case Studies Examinations Written Reports Presentations Group presentations	HIGH2039 HIGH2058 HIGH2057
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are an integral part of the students personal and academic development as well as their engagement with work based learning. These are tested in a range of activities and assessments across a range of modules including WBL.					
Employment Related Skills: Skills in the use of communication and information technology in acquiring, analysing and communicating information (these skills include the use of spreadsheets, word processing software, standard statistical packages;		A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5		HIGH2039 HIGH2043 HIGH2056

<p>electronic financial databases; the internet and email).(F4.1)</p> <p>Experience of working in groups, and other interpersonal skills, and in presenting the results of their work orally as well as in written form. (F4.1)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Take part in work and academic team tasks showing the ability to be an engaged, active and productive team member</p>	<p>Primary: Work Shops IT exercises, Research exercises Work-based Learning, Group Tasks, Scenario analysis Assessment methods Feedback Secondary/Supplementar y: In-organisation appraisals</p>			<p>Group presentations Reflective reports Written Reports Exams</p>	
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are linked to a number of modules which give specific knowledge related to skills for specific areas such as marketing or use economic methodologies for analysis of business contexts. The more general employment related skill set is tested through the breadth and types of assessment practiced throughout the programme and through WBL and organisational feedback</p>					
<p>Practical Skills: Skills in the use of communication and information technology in acquiring, analysing and communicating information (these skills include the use of</p>					

spreadsheets, word processing software, standard statistical packages; electronic financial databases; the internet and email).(F4.1)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use a range of standard IT packages to communicate, create, interrogate and manipulate data, prepare reports and carry out research.	Primary: Work Shops IT exercises, Research exercises Work based Learning, Secondary/Supplementar y:	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Research reports Written Reports Examinations	HIGH2057 HIGH2058 HIGH2056
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Having established a practical skill set in the first year of their studies this will be further extended in Year 2 specifically through the Research Analysis and decision making module but also through workshops when relevant to other modules. The assessment schedule for the programme will be reviewed to identify where students can use and show mastery of the industry required practical skill sets.					

PS14. Work Based/Related Learning⁸

⁸ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc.). Additionally, the table should be replicated for each stage of the programme for clarity.

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

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Extensive Work based Learning placements in organisations. Researching the sector and individual organisations. Preparation of CV Multiple interviews for placement. Payment in placement subject to satisfactory performance. Visits to financial services organisations. Sector specialists employed as part-time teaching staff. Guest lecturers</p>	<p>WBL - students undertake a minimum of 10 weeks in placement in either 1 or 2 blocks As part of the professional practice module the class visits Financial Services provider organisations in the locality and also prepare their CVs. Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules</p>	<p>A1, A2, A3, A4, A5</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Reflective Journal/ portfolio. Portfolio of evidence Presentations Reports Essays</p>	<p>HIGH1054 HIGH1051 HIGH1052</p>
<p>An explanation of this map: Work Based Learning is fundamental to the learning experience of the FdA Business & management. Preparation for placement including research, CV preparation, interviews with placement organisations, Work etiquette, WBL, mentoring within the organisation, programme support are all provided through the professional practice module. Assessment is focussed around</p>					

reflective work and the student's engagement with the placement organisation. The work-placements are designed to give students sufficient exposure to industry in order to gain relevant industry skills and – potentially – qualifications. Students are expected to complete the full amount of work-based learning in order to achieve their foundation degree. Under exceptional circumstances, cases may be considered individually. The responsibility for securing and maintaining a work placement is the student's; however, the course team will provide full support.

This means that: Students on FdA Sport & Management must normally complete at least 20 days of work-based learning in stage one; and 10 days in stage two in order to achieve their foundation degree. Students on FdA Business & Management and FdA Financial Services must normally complete at least 40 days of work-based learning in stage one; and 20 in stage two in order to achieve their foundation degree.

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Extensive Work Based Learning placements in organisations. Sector specialists employed as part-time teaching staff Guest lecturers Study tour Attendance at CPD Events Problem Based Learning	WBL- students undertake a minimum of 10 weeks in placement as one block. Students normally go back into placement with their Year1 placement organisation. Several modules have assessment linked to work placements Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Case studies Presentations Business reports Essays	HIGH2057 HIGH2043 HIGH2042 HIGH2039

	specialist knowledge contribute teaching in specific modules CPD Events held by professional bodies				
<p>An explanation of this map: Teaching learning and assessment at Level 5 is focussed on the discussion and analysis of theory and best practice related to the industry practice students see within their placement organisation. Organisational practices, process and literature are used in problem based learning as is case study work.</p>					

3. Module Records

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

MODULE CODE:	HIGH1054	MODULE TITLE:	Professional Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE:	N190
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Designed to enable students to demonstrate they have all the qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions] – Please check*

		COURSEWORK			
		C1 (Coursework)	100%		

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

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and professional practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Identify, locate, evaluate and use information appropriate to the task in hand.
2. Work independently and in a team in a manner that meets professional requirements.
3. Demonstrate the ability to communicate effectively in styles appropriate for a variety of professional purposes and audiences.
4. Evaluate and reflect upon, own strengths and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	05.2015	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: David Kaye

OTHER MODULE STAFF: Patricia Riley

SUMMARY of MODULE CONTENT

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.
- Employability skills: including creative thinking, presentation, communication, negotiation, team working, effective communication at meetings

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	
Visits	24	
Work based learning	40	Reflecting on performance in the workplace
Guided independent learning	86	Wider reading; professional development activities in the workplace
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Personal Development Plan.	50%	Students will present evidence of the personal development planning, linked to the work-placement. ALO 2,3,4, Each student will be assessed on their work based learning (WBL). ALO 1,2,4
		Work-based learning documentation	50%	
			Total = 100%	

Updated by:
David Kaye

Date:
01/05/2015

Approved by:
Ben Bennett

Date:
09/09/2015

Recommended Texts and Sources:

- Cottrell, S., 2008. *The Study skills handbook*. 3rd ed. Palgrave Macmillan
- Hepworth, A., 2011. *Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development*. Universe of Learning Limited

- McMillan K & Weyers, J. (2012) The Study Skills Book, Harlow, Prentice Hall

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

MODULE CODE:	HIGH1057	MODULE TITLE:	Business Accounting
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N400
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Business Accounting introduces accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity. Business Accounting exposes the practical application of a range of relevant accounting techniques which enable effective decision making process.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>			
WRITTEN EXAMINATION		COURSEWORK	
T1 (Test)	25 %	C1 (Coursework)	75%

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

MODULE AIMS:
 Module aims are to:

- Introduce accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity.
- Expose practical application of a range of relevant accounting techniques which enable effective decision making process.

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

1. Prepare and analyse the key financial statements
2. Prepare and report on financial accounting information
3. Prepare and report on management information.
4. Use financial information for decision making process.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Stuart Lusby	OTHER MODULE STAFF:
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<p>SUMMARY of MODULE CONTENT</p> <ol style="list-style-type: none"> 1). Analysing the key financial statements of different organisations 2). Reporting on financial accounting information 3). Preparing and reporting on management information 4). Using financial information for decision making processes. 5). All the work covered on the module is in the context of risk, sustainability and liquidity.
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Weekly Lecture (18 x 2)	36	2 hour sessions over 9 weeks
Weekly Seminars and workshops (18 x 2 hour)	36	Group size will be reflective of need to facilitate and encourage discussion
Independent guided study	128	Areas of focus for reading provided within lectures, seminars , workshops and assessment briefs
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	T1	Online Test	100%	Computer Test – MyAccountingLab Online Test. ALOs 1-4
			Total = 100%	
Coursework	C1	Group project	33%	ALOs 1-4
		Case Study	67%	ALOs 1-4
			Total = 100%	

Updated by: Stuart Lusby	Date: 01/05/2015	Approved by: Ben Bennett	Date: 01/05/2015
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	HIGH1051	MODULE TITLE:	Business Relationship & Customer Service Management
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 All businesses have to interact with their customers and a range of external stakeholders (e.g. customers, suppliers, shareholders and partners). This module examines how these relationships are managed and how competitive advantage is achieved.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	60%	P1 (Practical)	40%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the role and needs of the key external stakeholders of a business
- Develop knowledge and understanding of how businesses manage relationships with stakeholders and obtain benefits.
- Analyse how stakeholder needs are being satisfied in a specific work context and how businesses are generating competitive advantage from the relationship
- Understand the creation of customer satisfaction in a range of business, finance, sport and fitness sectors and its business benefits
- Understand how customer service is designed, developed and delivered
- Understand the effective management of customer service

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

1. Demonstrate knowledge of the key stakeholders, their needs and role for the organisation.
2. Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders; and the main theories underpinning customer service management.
3. Analyse and evaluate good practice business relationship management concepts and techniques within a work context; including the evaluation of the design and delivery of customer relationship management.
4. Apply the knowledge generated in the module, to enable the student to work effectively within the work context by demonstrating relevant relationship-building, negotiation and communication skills.

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015.	SCHOOL/PARTNER:	Highlands College

DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Tom Quinn	OTHER MODULE STAFF: Sally Gallichan
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SUMMARY of MODULE CONTENT

- Stakeholder profiles, analysing wants, needs, strengths and weaknesses.
- Theories and models associated with understanding and analysing customer service and the customer experience.
- Managing relationships
- Nature of service, services versus goods, evolution of services marketing as an academic sub-discipline, classification of services.
- The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk
- Communication in relationship management, including sector associations, organisational and personal networks
- IT systems to support relationship management
- Service design and delivery – blueprinting and service mapping, benchmarking, complexity, diversity and lines of visibility, roles/scripts of employees.
- Service quality and satisfaction – expectations of services, dis-confirmation/gap theories, relationship between service quality and satisfaction.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	
Guided Independent Learning	72	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Work-based learning	80	Research into the service and RM processes at the placement organisation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business Report	Total = 100%	Meets ALOs 1, 2, 3, and 4 Links to all ALOs through the process of reflection and critical self-awareness
Practical	P1	Individual Presentation	Total = 100%	Meets ALOs 1 and 2

Updated by:	Date:	Approved by:	Date:
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Tom Quinn	07/04/2015	Ben Bennett	07/04/2015
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Recommended Texts and Sources:

Buttle, F. (2010), Customer Relationship Management, Butterworth-Heinemann
 Bourne, L. (2009), Stakeholder Relationship Management, Gower
 Cook, S.(2010), Customer Care Excellence: How to Create an Effective Customer Focus (6th Rev Ed edition), Kogan Page Ltd

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

MODULE CODE:	HIGH1052	MODULE TITLE:	Business Law & Financial Services Regulation
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CREDITS: 20	FHEQ Level: 4	JACS CODE: M221
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module develops an understanding of those laws and regulations related to business, with particular reference to the Jersey, English and EU systems. It examines the impact of these laws and regulations on the structure, management and operations of business. This module looks at the most important of these regulations and the impact that they have on the way business is carried out.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	50%	C1 (Coursework)	50%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

MODULE AIMS:

- To develop knowledge and understanding of the essential elements of the Jersey, English and European systems of law and regulations;
- To develop knowledge and understanding of how laws and regulations affect the structure, management and operations of business
- Develop a knowledge and understanding of the concepts, objectives and operation of financial regulators, the regulations, codes of practice and ethics in the financial sector
- Understand how to apply regulations, codes of practice and ethics in day to day business situations and generate an in-depth knowledge of regulations that apply in their workplace.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Evidence knowledge of the essential elements of the Jersey, English and European legal systems; their development and relationship.
2. Identify how the legal system impacts on business, the formation of businesses and conducting of business.
3. Apply the legal knowledge acquired to problem solving in a business context
4. Identify key concepts, objectives and regulations, codes of practice and ethics in the

international financial sector.

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Jeff Speller	OTHER MODULE STAFF: Bob McGinnigle
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SUMMARY of MODULE CONTENT

- Fundamentals of the Jersey, English and European Legal System including criminal, civil law, the law of tort, contract law, property law and agency law in relations to business and business formation.
- Formation and regulation of businesses and financial services principally in Jersey & the UK
- Business organisations – sole traders, partnerships and companies and the law of agency
- Regulation and law relating to financing, administration and management of companies including data and consumer protection and key EU directives
- Introduction to employment law.
- Offshore companies, their formation, governance and management, and taxation concepts
- Trust instruments, creation, uses, management and administration. Powers, duties and role of stakeholders.
- Preparing and making a legal argument and the basics of advocacy
- Regulatory structures and regulation in the UK and Jersey and impact their own businesses industry.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	2hrs per week
Work-based Learning	80	Research into practice in the placement organisation
Guided Independent Learning	70	Areas of focus for reading provided within lectures, and assessment briefs
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	ALO1; ALO2; ALO3
Coursework	C1	Work-based assignment	Total = 100%	ALO3; ALO4;

Updated by: Jeff Speller	Date: 01/05/2015	Approved by: Ben Bennett	Date: 01/05/2015
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<p>1. Recommended Texts and Sources:</p> <ul style="list-style-type: none"> Keenan, D. and Riches, S. (2007) <i>Business Law</i> (8th edition) Longman Macintyre, E. (2010) <i>Business Law</i> (5th edition) Longman Adams, A (2010) <i>Law for Business Students</i> (6th edition) Longman Nairns, J (2008) <i>Employment Law for Business Students</i> (3rd edition) Pearson Education Painter and Holmes (2008) <i>Cases & Materials on Employment Law</i> (7th edition) Open University Press

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

MODULE CODE: HIGH1037	MODULE TITLE: Financial Markets & Investment 1
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module examines how financial markets operate and how investments are managed. It covers such issues as the stock exchange and futures market, short- and long-term investment, ethical investment and the impact of taxation.</p>

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>			
WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	50%	C1 (Coursework)	50%

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

<p>MODULE AIMS:</p> <p>The module aims to enable students to develop:</p> <ul style="list-style-type: none"> Knowledge and understanding of the opportunities for investment, how they are developed, the factors that determine returns, and assessment of risk. The ability to evaluate operational performance.

- The ability to apply the above knowledge and understanding in the work context.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate knowledge of: the opportunities for investment; the main approaches to financial investment; investment analysis and planning; and the assessment of investment performance.
2. Use the knowledge and understanding generated in this module to underpin tasks and problem solving in the work context.

DATE OF APPROVAL:	09/2007	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2008	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Ross Henderson

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Main investment/ asset areas – cash, shares, bonds, gilts, property, derivatives, foreign exchange, collective investment schemes
- Opportunities to invest and investment vehicles (e.g. Retail, High Net Worth and Ultra High Net Worth product ranges)
- How the financial markets operate and factors impacting on returns
- Settlement
- Performance measurement. Short vs. long term investment considerations
- Investment planning; investment risk and its measurement
- Investment risk – matching customer profile and attitude and exposure to product risk
- Taxation implications and considerations
- Socially responsible and ethical investment
- Measurement and evaluation of investment performance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	20 x 2 hour lectures
Work-based learning	82	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final examination	Total = 100%	ALOs 1&2
Coursework	C1	Investment portfolio report	Total = 100%	ALO 1&2
Updated by: Ross Henderson		Date: 07/04/2015	Approved by: Ben Bennett	Date: 07/04/2015

Recommended Texts and Sources:

Arnold, G. (2014) *Investing, FT Guides*, Harlow, UK.

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

MODULE CODE:	HIGH1056	MODULE TITLE:	The International Financial & Accounting Sectors
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module develops a fundamental understanding of the financial and accounting sectors, their organisations and structures. It considers the way that the global economy impacts on the sectors and the impact that these sectors have on Jersey.

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

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- The international financial and accounting sectors, their organisations and structures.
 - The interactions between financial centres, with society and between organisations, and the factors that have led to their development.

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

- 1) Demonstrate knowledge of the financial services and accounting sectors, their organisations, and their structures and the types of activities that take place.
- 2) Explain how the sectors have developed and their impact on economies and societies.
- 3) Use that knowledge in the work context in the execution of tasks and problem solving.
- 4) Effectively communicate information, arguments and analysis in a variety of forms.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Ross Henderson	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- Types of organisation (e.g. Banking, Insurance, Trusts, Investment, Accounting & Auditing, Bookkeeping, Tax Consultancy and Fiduciary Services)
- Structure, and economic and social impact of the financial services and accounting sectors
- Development of the off shore sector, economic, social & competitive factors
- Relationship between offshore jurisdictions and larger trading communities
- Market structure, types and size of providers and intermediary businesses
- Operational structures and organizational charts/ hierarchies
- The Ethics of Offshore and its impact on host communities

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	
Guided Independent Learning	72	Accessing Moodle resources; independent research; Assessment preparation – guidance given in lectures and assessment briefs
work-based learning	80	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Timeline Assessment	Total = 100%	Relates to ALOs 1 and 2, 3 and 4. Student focus on the past, present and future of a named OFC. An investigation and report on opportunities and threats to the OFC.
Practical	P1	Oral Presentation	Total = 100%	Relates to ALO 2. Student focus on the impact on the host community taking into account the ethical perspective.

Updated by: Ross Henderson	Date: 01/05/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

McCann, Hilton. (2009) Offshore Finance, Cambridge, UK
Shaxson, Nicholas. ((2012) Treasure Islands, London, UK.

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

MODULE CODE:	HIGH2057	MODULE TITLE:	People and Organisations
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N600
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module provides knowledge and skills in the application of modern management principles. It examines the behaviour of individuals, teams and organisations and the way that behaviour can be influenced.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
		COURSEWORK	
		C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts of leadership, supervision, team working and human resource management.
- Understand how the performance of individuals and teams can be enhanced through appropriate management styles and actions.
- Analyse the impact of strategies and management action on the culture of the business and on the behaviour of individuals and teams, their motivation and performance.

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

1. Demonstrate knowledge and understanding of the well-established concepts and principles of leadership, management, motivation, teams and individual behaviour, and the way that those principles have developed.
2. Apply those concepts and principles in the work context, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Undertake analysis of business strategies and management actions to assess their impact on business culture and the performance of teams and individuals.
4. Work as an effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of their colleagues.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Pat Riley

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Management principles, leadership styles, managing change and motivation
- Empowerment, influencing, encouragement, support and guidance
- Nature of organisations (behaviour and culture) and organisational design
- Supervision (including FSA requirements for competence and supervision)
- Recruitment, training, coaching and developing staff
- Teams and team building

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	1. Business report	50%	ALO 1-2
		2. Report on employee engagement in Work Placement Organisation	50%	ALO3-4
		Total = 100%		

Updated by:
Patricia Riley

Date:
09/09/2015

Approved by:
Ben Bennett

Date:
09/09/2015

Recommended Texts and Sources:

Mullins, L J. (2013) *Management and Organisational Behaviour*. FT Publishing International

Boddy, D. (2008) *Management: An Introduction*, 4th edition, London: Financial Times – Prentice Hall.

Cameron, S (2007): *The Business Student's Handbook: Skills for Study and Employment*. London, Prentice Hall.

Daft RL, Kendrick M & Vershinina (2010): *Management*. International edition. Andover, Cengage Learning.

Eyre, E.C. and Pettinger R. (1999), *Mastering Basic Management* (3rd edition), Palgrave Master Series, Basingstoke.

Hamilton L & Webster P (2012): *The International Business Environment*. Second Edition. Oxford, Oxford University Press.

Jones GR & George JM (2011): *Contemporary Management*. Seventh Edition. London, McGraw Hill.

Lee-Davies, L (2007): *Developing Work and Study Skills*. London, Thomson Learning.

Meyer E & Ashleigh M (2007): *Contemporary Management (European Edition)* London, McGraw-Hill.

Smith, M (2011): *Fundamentals of Management*. Second Edition. London, McGraw Hill.

Taylor, S (ed) (2013): *Theory and practice of management*. Custom published text. Harlow, Prentice Hall.

Wetherly P & Otter D (eds) (2011): *The Business Environment: Themes and Issues*. Second Edition. Oxford, Oxford University Press.

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

MODULE CODE:	HIGH2039	MODULE TITLE:	Macro & Micro Economics
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Economic conditions and expectations around the globe play a major part in determining the performance of business. This module aims to give students an effective understanding of macro and micro economic theory and of how economic forces impact on and can be exploited by the business.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION			Practical		
E1 (Examination)	40%			P1	60%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop knowledge and understanding of the theory of economics.
- Relate economic theory to current business issues.
- Apply economic tools in business situations.

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

1. Demonstrate knowledge and understanding of the economic environment, the well-established principles of economic theory and the way that those principles have developed and are used.
2. Apply and evaluate a range of approaches to economic analysis commonly used in business.
3. Present and evaluate recent economic trends and analyse the impact on businesses; develop clear analytical arguments and make sound judgements in accordance with complex theories and concepts of macroeconomics.
4. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences analyses and interpretations based on that knowledge

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 129

MODULE LEADER: Ben Bennett

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Macroeconomics – understanding the economy
 - Income and spending, inflation, money supply, labour markets, financial cycles
 - Balance of payments and exchange rates, standard of living
 - Role of governments, central banks and other international organisations, public spending, economic policy
 - The global economy, international businesses, trade and investment
 - Key economic indicators
- Microeconomics – understanding markets
 - Supply and demand, pricing, costs and profits
 - Role of the firm, consumers and savers. Market confidence
 - Economics and business strategy: coping with economic forces and generating competitive advantage

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	Applying the principals of economics to practice and reflections on practice within the workplace
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	100% Total = 100%	A choice of extended narrative questions focused on the micro-economic theory; the theory of the firm; perfect and imperfect product and factor markets (ALO1; ALO2)
Practical	P1	Presentation	100% Total = 100%	Students will be assessed on their individual contribution to a group presentation on the performance of international financial centres around the world in relation to recent global and regional economic performance. (ALO3; ALO4)

Updated by: Ben Bennett	Date: 09/09/2015	Approved by: Stuart Taylor	Date: 09/09/2015
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Recommended Texts and Sources:

- Economics and the Business Environment (3rd Ed), Sloman J, and Jones E. FT Prentice Hall

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

MODULE CODE:	HIGH2058	MODULE TITLE:	Research, Analysis & Decision Making
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N213
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Many decisions in business are based on a thorough understanding of markets, organisational performance and customer needs, and the risks associated with each transaction. This module focuses on the methods used to research and analyse businesses, their markets, operation, and problems.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	60%	C1 (Coursework)	40%		

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to:

- Develop a detailed knowledge and understanding of the theory and concepts underpinning research methods and problem analysis techniques commonly used in business.
- Apply a range of established techniques to initiate and undertake analysis of information, and to develop solutions to problems/issues identified by that analysis.
- Recognise the complexity inherent in real-world problems and understand the limitations that impose on the accuracy and reliability of quantitative analysis.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

- Demonstrate a detailed knowledge and understanding of the research, problem solving and analytical methods commonly used in business.
- Apply these methods outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
- Use a range of established approaches to initiate and undertake analysis of information, to propose solutions to problems arising from that analysis, and evaluate the strengths and weaknesses of approaches, arguments and solutions.
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College

DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Peter Hubert	OTHER MODULE STAFF: Auberon Ashbrooke
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SUMMARY of MODULE CONTENT

Research and Analysis:

- Types and methods of research
- Researching for businesses: Questionnaire design and interview techniques
- Analysing qualitative and quantitative data
- Ethics and access issues in the research process

Decision-making:

Students will become familiar with a range of tools and frameworks commonly used in business for analysing competitive environments, and problem-solving/decision-making based on quantitative and qualitative findings: these will include

- CPA
- Investment Appraisal
- Porter's 5
- PESTLE analysis
- Capital structure decisions
- decision trees

Students will consider the applications and limitations of the models as well as their appropriateness to different contexts.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	A choice of case study based narrative questions to apply and critique decision-making tools. (ALO1; ALO2; ALO3)
Coursework	C1	Mini research project		A small scale business research task

			Total = 100%	involving primary data collection and analysis (ALO1; ALO4)
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Updated by: Peter Hubert	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

Bryman, A. and Bell, E. 2011 Business Research methods 3e University Press
 Cooke, S. and Slack, N. 1991 Making Management Decisions Prentice Hall
 Davies, MB. 2007 Doing a Successful Research Project Palgrave Macmillan
 Sutherland, J. and Canwell, D. 1997 Planning and Decision Making Financial Times Prentice Hall

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

MODULE CODE:	HIGH2042	MODULE TITLE:	Operations & Process Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module examines how businesses manage the implementation and running of the systems and processes which underpin their operations. It covers project, change, risk and operations management.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
Written Examination		COURSEWORK			
T1	40%	C1 (Coursework)	60%		

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop the knowledge and understanding of the approaches used to manage the implementation and operation of business processes
 - Analyse the impact of these strategies, tools and approaches on the operation of business process in a real world context.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Demonstrate an in-depth understanding of operations strategy.
 2. Demonstrate detailed knowledge and understanding of the tools and concepts used to: ensure the effective implementation and operation of business processes.
 3. Select appropriate techniques to evaluate the risks faced in the implementation and running of a business operation and identify suitable contingency plans.
 4. Demonstrate knowledge and understanding of concepts and techniques used to manage change relating to business processes.

DATE OF APPROVAL:	05. 2015.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09. 2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 133

MODULE LEADER: Auberon Ashbrooke

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Operations Strategy
- Processes and Process Management, including continuous improvement.
- Critical success factors for process management and for projects
- Project definition: scope, costs, benefits and risks; project planning, scheduling, costing and learning
- Change management
- Risk: evaluation, contingency management, execution and control
- Disaster recovery and business continuity

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/seminars	40	Weekly during college phases
Work-based learning	90	14 weeks x 40 hours across 6 modules
Guided Independent Learning	70	research and discussion in Learning Set; preparation for assessment; research into process management at the work-placement organisation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	Total = 100%	All assignments test Operations and Process Management theory through application to the practices evident at the student's work placement organisation.ALO1-3
In-class test	T1	In-class test	100%	ALOs 1-4

Updated by:
Auberon Ashbrooke

Date:
09/09/2015

Approved by:
Ben Bennett

Date:
09/09/2015

Recommended Texts and Sources:

SLACK, N., BRANDON-JONES, A., JOHNSTON, R. and BETTS, A., 2012. *Operations and Process Management*. 3rd Ed., Harlow: Pearson. **(Core Text Book)**

- GEORGE, M., 2003. *Lean Six Sigma for Service*. New York: McGraw-Hill.
- HAYLER, R. and NICHOLS, M., 2007. *Six Sigma for Financial Services*. New York: McGraw Hill.

- HILL, A. and HILL, T., 2011. *Essential Operations Management*. Basingstoke: Palgrave MacMillan.
- HOROVITZ, J., 2004. *Service strategy: Management moves for customer result*. Harlow: Financial Times Prentice Hall.
- JOHNSTON, R., CLARKE, G. and SHULVER, M., 2012. *Service Operations Management*. 4th Ed., Harlow: Pearson.
- KAPLAN, R. and NORTON, D., 2008. *The Execution Premium: Linking Strategy to Operations for Competitive Advantage*. Boston: Harvard Business School Press.
- LOADER, D., 2006. *Operations Risk: Managing a key component of operational risk*, Butterworth Heinemann.
- RUMMLER, G. and BRACHE, A., 1990. *Improving Performance: How to Manage the White Space on the Organisation Chart*. Oxford: Jossey-Bass.
- SLACK, N., CHAMBERS, S., and JOHNSTON, R., 2010. *Operations Management*. 6th Ed., Harlow: Pearson (or the 7th edition 2013 – not available yet 2nd hand).
- WOMACK, W. and JONES, D., 2005. *Lean Solutions*. London: Simon and Schuster.

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

MODULE CODE:	HIGH2043	MODULE TITLE:	Marketing
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module builds on the experience of students during their periods of work based learning. It covers the development of marketing plans and strategies and gives students the tools to analyse the impact of those plans and strategies in work context.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

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

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts underpinning the development of the marketing plans and strategies of businesses.
- Analyse the impact of marketing plans and strategies on the organisation and its market place.

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

1. Demonstrate knowledge and understanding of the theory and concepts underpinning marketing plans and strategies in the sector.
2. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Use a range of established approaches to initiate and undertake detailed analysis of marketing strategies and methods, and to evaluate their strengths and weaknesses in relation to the performance of the business and its impact on the market.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Christopher Journeaux

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Marketing and corporate strategy
- Pressures for change (e.g. Porter's 5 Forces, interest rates)
- Competitive environment, segmentation, targeting and positioning
- Marketing mix: products; promotion; pricing; place
- Branding
- Sales channels, choice of channels and channel management
- Marketing communications, media, PR, third party information providers
- Regulatory considerations – e.g. impact on advertising and cold calling
- Cross-selling and building multiple relationships with customers
- The differing approaches to marketing in different sectors

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business report: market research in different industrial sectors	50%	ALO2 ALO1-3
		Business report: social media evaluation	50%	
			Total = 100%	

Updated by:

Christopher Journeaux

Date:

02/05/2015

Approved by:

Ben Bennett

Date:

02/05/2015

Recommended Texts and Sources:

Ennew, C and Waite, N (2013), "Financial Services Marketing; An International Guide to Principles and Practice", 2nd Edition, Butterworth Heinemann
 Farquhar J, and Meidan, A (2009) "Marketing Financial Services", 2nd Edition, Palgrave

Macmillan.

Kotler, P. and Armstrong, G. (2013) "Principles of Marketing", Pearson

Smith, CT. and Stuart B. (2013) Introduction to Sport Marketing, 2nd Edition, Routledge

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

MODULE CODE:	HIGH2056	MODULE TITLE:	Financial Markets & Investment 2
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module deals with financial markets, financial institutions, and financial information.

The coverage includes expectations, arbitrage, asymmetric information, and the characteristics of financial institutions.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	75%	C1 (Coursework)	25%		

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

MODULE AIMS:

The module aims to enable students to:

- Develop a knowledge and understanding of arbitrage and expectations in financial markets and to appreciate the importance of transactions costs and asymmetric information.
- Develop the ability to analyse the factors which drive demand and profitability in the finance sector.
- Relate the subject to current businesses.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Demonstrate knowledge and understanding of the characteristics of main types of financial institution.
2. Forecast interest rates using market data.
3. Apply suitable arbitrages where appropriate.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Ben Bennett

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Theories of financial intermediation
- Comparative financial systems
- Bonds and the term structure of interest rates
- The risk structure of interest rates
- The theory of asset demand
- Foreign exchange parity theorems
- Foreign exchange spreads, cross rates, triangular arbitrage
- The use of derivatives as a risk management tool
- Equity and structured products
- Application of the above in banks, mutual funds, pension funds and insurance companies

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/seminars	40	Weekly during college phases
Work-based learning	90	14 weeks x 40 hours across 6 modules
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for assessment guided by notes on Moodle
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Exam	% Total = 100%	A choice of questions, assessing student understanding of both quantitative and qualitative issues in relation to ALOs 2 and 3
Coursework	C1	Topical essay	% Total = 100%	This will be an essay based on current events in financial markets, assessing ALO1 and potentially ALO2, allowing students to assess factors impacting on profitability in the financial services sector.

Updated by:
Ben Bennett

Date:
09/09/2015

Approved by:
Stuart Taylor

Date:
09/09/2015

Recommended Texts and Sources:

Ball, L.M. (2009) *Money, Banking and Financial Markets*, Worth, New York.
Mishkin, F.S. & Eakins, S (2015), *Financial Markets and Institutions*, Pearson, London



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
FdA Sport & Management
2015 – 16**

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to FdA Sport & Management.

Welcome to the Foundation Degree (FdA) in Sports & Management approved by Plymouth University. The college is delighted that you have chosen to study with us.

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 the College / University Student handbook available at <http://www.highlands.ac.uk/moodle> which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

PROGRAMME SPECIFICATION¹

Programme Title: FdA Sport & Management

(Note: a separate programme specification is required for embedded programmes, i.e. HNC etc.)

Partner Delivering Institution: Highlands College

Start Date: 2015-16

First Award Date: July 2016 Full-time, July 2017 Part-time

Date(s) of Revision(s) to this Document: 9th September 2015

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education². The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes³.

¹ This Programme Specification contains no information pertaining and/or referring to any individual and is therefore appropriate for dissemination as a public document.

²QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf> , last accessed 28th July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

³ If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Highlands College, Jersey
Accrediting Body:	N/A
Language of Study:	English ⁴
Mode of Study:	Full Time / Part Time
Final Award:	FdA Sport & Management
Intermediate Award:	
Programme Title:	FdA Sport & Management
UCAS Code:	N/A
JACS Code:	N800
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) Foundation Degree Qualification Benchmark (FDQB). QAA Subject Benchmark for Hospitality, Leisure, Sport and Tourism. QAA Subject Benchmark for General Business and Management.
Date of Programme Approval:	May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

The FdA Sport & Management programme has been designed with the active help of the sports sector in Jersey and in partnership with Plymouth University. It develops a thorough knowledge and understanding of the importance and contribution of sports, sporting organisations and outdoor activities to the local population. Students also develop knowledge of theory underpinning sports promotion, sports coaching and sports management along with the skills to develop, analyse, and implement fitness and coaching programmes and sports business plans.

To develop the personal and professional skills required students must undertake extensive periods of Work-based Learning placement in sport, health or leisure-related business organisations which operate in Jersey. Work-based Learning placements not only allow the development of personal and professional skills but support student learning as academic theory can be linked to work practices.

⁴ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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

NA

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

The programme will deliver:

A1: An informative and challenging programme of study which develops detailed knowledge and understanding of sports organisations, their systems and processes, and the changing environment in which they operate. It will also develop the student's detailed knowledge of the theories, models and frameworks underpinning sports performance, participation and management.

A2: The development of cognitive and intellectual skills to evaluate a broad range of sports organisations and business organisations, their performance, systems, and staff using a range of analytical, problem solving and planning tools.

A3: The opportunity to build a range of transferable skills including communication skills ensuring the ability to communicate effectively using both qualitative and quantitative information through a range of media.

A4: Skills in the development of reflection, professional development and personal development planning to ensure individuals can work under their own initiative or as part of a team and engage with life-long learning, career planning and career development.

A5: Customer service skills, sports coaching skills, IT Skills, numerical skills, literacy-based skills and other industry-specific practical skills.

PS6. Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate detailed knowledge and understanding of the main concepts and principles which underpin the study of sport and management.

ILO2: Apply, evaluate and interpret these concepts and principles using a range of approaches within the sports context, and understand the limits of their knowledge and how that influences their analysis and interpretation. To problem solve and propose solutions.

ILO3: Work as an effective member of staff; able to work as part of a team, communicate effectively, take responsibility, manage their time effectively and meet deadlines.

ILO4: Reflect and evaluate their own experience enabling them to investigate and analyse career opportunities identifying the limits of their knowledge and

understanding and enabling them to engage fully in personal development and career planning.

ILO5: To use professional and practical skills relevant to a range of sports organisations and employers such as customer service skills, sports coaching skills, IT skills (both generic and specific to the sector). To use literacy skills and numeracy skills in academic study and in employment.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

The FdA Sport & Management is specifically designed to reflect the employment opportunities available in the area of sport and management and other business sectors where management and team-development skills are a pre-requisite. The number of graduates entering the sports industry is increasing. Potential employers are looking more and more towards vocational expertise and experience to complement academic qualifications. This course has embedded industrial placements in a range of sectors including business, leisure, sports coaching, fitness, outdoor adventure, education and event management, giving students the opportunity to gain the industrial experience and relevant sporting skills that employers are seeking from today's graduates. The course aims to develop students' academic and professional skills relevant to sport management in the public, private and voluntary sectors, in Jersey and the UK.

What role does sport play in society? Who plays sport and why? How is sport managed and delivered? How does psychology impact on physical activity participation and adherence? What are the physical and mental benefits of sport and physical activity? How do sport and leisure organisations market their products and services? How did sport develop? How do we utilise project management tools and techniques to run an event successfully? What is the legacy of events like the Olympic and Island Games and what is the economic benefit?

These are the types of questions that a foundation degree in Sport and Management will help students to answer.

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 = 6

Target student numbers per stage = 12

Maximum student numbers per stage = 15

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.

For students who have completed HIGH2039, Macro and Micro Economics:

- BA (Hons) Business & Management, (Plymouth University validated), Highlands College. Direct entry to one year top up programme.
- BA (Hons) Business degree taught at Plymouth University. Direct entry to Stage 3.

For students who have completed HIGH2059 Psychology of Physical Activity:

- BA (Hons) Sport Development, University of St Mark and St John, Plymouth.

Other Higher Education degree providers also recognise the FdA Sport & Management degree as an entry qualification to the third year of their sport-related degree programmes.

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:
<p>Level 2:</p> <ul style="list-style-type: none"> - Key Skills requirement / Higher Level Diploma: <p>and/or</p> <ul style="list-style-type: none"> - GCSEs required at Grade C or above: 	<p>Minimum of 5 GCSEs at Grade C which must include Maths and English.</p>

<p>Level 3: at least one of the following:</p> <ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate / Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers 	<p>Normally 160 UCAS points from two A Levels at C grade, or equivalent, but subject to interview.</p> <p>When English is not the first language of the applicant they will need to achieve 6.5 in the IELTS examination.</p>
<p>Work Experience:</p>	<p>Considered on individual merit</p>
<p>Other HE qualifications / non-standard awards or experiences:</p>	<p>Considered on individual merit</p>
<p>APEL / APCL⁵ possibilities:</p>	<p>APL will be considered for all modules on the programme under the appropriate Plymouth University Regulations.</p>
<p>Interview / Portfolio requirements:</p>	<p>Interviews will be required with each applicant to ensure they have the appropriate personal and academic skill set to embark on the course and ensure they are aware of the structure and content of the programme. Applicants are also required to submit a 1000 word written assignment on a topical issue, such as the legacy of the Olympic Games.</p>
<p>Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:</p>	<p>As students may take part in a number of WBL settings they must complete a Disclosure and Barring Service (DBS) check at their own expense.</p>

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.

⁵ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

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

Subject External Examiner(s):

The list below indicates the modules allocated to the Sport & Management External Examiner for this titled programme. The other modules are allocated to the External Examiner for Business & Management and the External Examiner for Financial Services.

HIGH1041 The Sport and Fitness Industries

HIGH1038 Applied Sports Coaching

HIGH1051 Business Relationship and Customer Service Management

HIGH1053 Planning for Sport and Events

HIGH2059 Psychology of Physical Activity

HIGH2060 Business Enterprise in Outdoor Adventure

Additional stakeholders specific to this programme:

Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation Questionnaires and individual student academic tutorials.

Organisations are also engaged through a number of different processes. Staff within the college have a wide network of contacts across the sport sector, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussion are held with a network of senior managers in a range of organisations including The States Department of Education Sport and Culture.

PS12. Programme Structure⁶

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

FHEQ level: 4 For: FdA Sport & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 1	All Year	All are Core Modules	20	HIGH1054 Professional practice
			20	HIGH1041 The sport and fitness industries
			20	HIGH1038 Applied sports coaching
			20	HIGH1051 Business relationship and customer service management
			20	HIGH1057 Business accounting
			20	HIGH1053 Planning for sport and events
FHEQ level: 5 For: FdA Sport & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 2	All Year	core	20	HIGH2043 Marketing
		core	20	HIGH2057 People & organisations
		optional	20	HIGH2059 Psychology of physical activity
		optional	20	HIGH2039 Macro and micro economics*
		core	20	HIGH2038 Physical movement in the lives of children
		core	20	HIGH2058 Research, analysis and decision making
		core	20	HIGH2060 Business enterprise in outdoor adventure
FHEQ level: 4 For: FdA Sport & Management Part Time				

(HIGH2039 Macro and Micro Economics)* For students intending to progress to BA Hons top ups in Business subjects either at Plymouth University or at Highlands College.

⁶ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	All are Core Modules	20 20 20	HIGH1054 Professional practice HIGH1041 The sport and fitness industries HIGH1038 Applied sports coaching

FHEQ level: 4 For: FdA Sport & Management Part Time

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	All are Core Modules	20 20 20	HIGH1051 Business relationship and customer service management HIGH1057 Business accounting HIGH1053 Planning for sport and events

FHEQ level: 5 For: FdA Sport & Management Part Time

P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
3	All Year	core core optional optional	20 20 20 20	HIGH2043 Marketing HIGH2057 People & organisations HIGH2059 Psychology of physical activity HIGH2039 Macro and micro economics

(HIGH2039 Macro and Micro Economics)* Alternative dependent on the progression route.

FHEQ level: 5 For: FdA Sport & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
4	All Year	All are Core Modules	20 20 20	HIGH2038 Physical movement in the lives of children HIGH2058 Research, analysis and decision making HIGH2060 Business enterprise in outdoor adventure

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁷

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

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

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding: Explain the development and differentiation of sport through social and economic theory (HLST 6.20), Knowledge and understanding of sport organisations, the external environment they operate in and how they are					

⁷ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<p>managed. (GBM 3.2) (HLST 6.20) Appreciation of the relationship between sport, exercise activity and health. Theories which underpin sport coaching methods, the impact of sport on society (HLST 6.2,6.3,6.4,6.17,6.18,6.20) Concepts and principles of business related to sport. (GBM3.7)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Demonstrate a basic appreciation of the nature and context of sport organisations, their management and of the sport sector. Be able to articulate a broad understanding of the knowledge base and terminology related to sport and management. Articulate the breadth of benefits of sport related to health. Demonstrate knowledge of concepts and principles of business including financial management and customer service.</p>	<p>Primary: Lectures, tutorials and seminars Practical exercises Directed independent study Learning from work experience External visits to different organisations and facilities Secondary/Supplementary: Case studies Preparation for presentations, Research exercises</p>	A1, A3, A5	ILO1, ILO2,	<p>Coursework Written reports Essays Examinations Presentations In-class tests Practical Assessments</p>	<p>HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Knowledge and understanding are developed through, lectures, workshops, practical sessions, online learning, independent and group study, etc. and enhanced by guest speakers, organisational visits and the teaching of industry professionals in specific modules. Assessment is through a range of methods including course work examination, in-class tests and presentations.</p>					
<p>Cognitive and Intellectual Skills: An ability to identify, interpret and present qualitative and quantitative information to develop lines of argument</p>					

<p>and decision making in accordance with basic theories and concepts (FHEQ). Collect information from a variety of authoritative sources to inform a choice of solutions to standard problems(SEEC 2010) Evaluate fitness levels and effective coaching performance (HLST 6.21)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Analyse and apply a range of business processes related to sport organisations e.g. planning events, financial analysis Evaluate coaching strategies.</p>	<p>Primary: Lectures and seminars Class exercises Reflective accounts of practice Tutorial/seminar discussions to offer opportunities to clarify ideas Feedback via coursework, Assessment process Presentations Practical exercises Fieldwork in work placement Secondary/Supplementary: Case studies / Problem-based learning</p>	<p>A1, A2</p>	<p>ILO1, ILO2</p>	<p>Reflective reports/ portfolios Written reports Essays Presentations In-class tests</p>	<p>HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem-based learning. These skills are tested in in reports, group work, course work and presentations.</p>					
<p>Key Transferable Skills:</p>					

<p>Effective communication, oral and in writing using a range of media (GBM 3.9)</p> <p>Numeracy and quantitative skills including data analysis (GBM 3.9)</p> <p>Works effectively with others and recognises the factors which impact on team performance. (SEEC 2010)</p> <p>Interpersonal skills of effective listening, negotiating, persuasion and presentation. (GBM3.9) (HSLT 6.18, 6.21)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.</p> <p>Evaluate their own strengths and weaknesses, and identify areas requiring further development</p> <p>Identify, locate, evaluate and use information appropriate to the task in hand.</p> <p>Work independently and in a team in a manner that is effective and meets professional requirements.</p>	<p>Primary: Lectures and seminars Work-based learning Research exercises and projects Group work awareness and practice Practical exercises Secondary/Supplementary: Class, seminar and work-based interactions, feedback and assessments Presentations WBL Feedback and appraisal with placement organisation.</p>	<p>A3, A4</p>	<p>ILO3, ILO4</p>	<p>Reflective reports/ In- organisation appraisals On-line exercise tasks Written reports Presentations In-class tests</p>	<p>HIGH1054 HIGH1038 HIGH1051 HIGH1053</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills are taught in a number of different ways across the programme and in different modules. The initial skill set is the focus of the Professional Practice module, where the personal transferable skills are taught, discussed, evaluated and</p>					

embedded. These are strengthened through WBL, feedback from organisation mentors and the WBL tutor. They are assessed in different ways in different modules

<p>Employment Related Skills: Recognise how law and regulations impact on sports events. Analyse the needs of business stakeholders. Recognise the centrality of customer experience. Interpret basic financial information Works effectively with others and recognises the factors which impact on team performance. (SEEC 2010) Interpersonal skills of effective listening, negotiating, persuasion and presentation. (GBM 3.9) Effective time management in terms of time, planning and behaviour (GBM 3.9), Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management. (GBM 3.7, 3.9) Self-reflection and self-awareness (GBM 3.9)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Develop effective event project plans Develop safe and effective training programmes Implement coaching strategies and</p>	<p>Primary: Projects Practical exercises Lectures and tutorials Work-based learning Secondary/Supplementary:</p>	<p>A1, A4, A5</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Reflective journal / portfolio Personal Development plan Written assessments</p>	<p>HIGH1054 HIGH1038 HIGH1051 HIGH1057 HIGH1053</p>

review their performance in delivering those strategies. Analyse basic level financial information. Be able to work as part of a team.	Coached activities within the work placement			IT exercises to test relevant skills.	
An explanation for embedding Employment-related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are taught throughout the programme and as well as being assessed on the programme are enhanced through work-based learning tasks and the behaviours required to work within the placement.					
Practical Skills: Successful application in the workplace of a range of skills learnt through the programme (FHEQ) Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business, management and sport. (GBM 3.7, 3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Customer Service skills (HLST6.10) Coaching skills (HLST 6.21)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use a range of standard IT systems and software within defined contexts to communicate, manipulate data prepare presentations and written reports. Demonstrate customer service skills and sport coaching skills.	Primary Projects Practical exercises Lectures and tutorials Work-based learning Secondary/Supplementary: Feedback and appraisal with placement organisation.	A3, A4, A5	ILO3, ILO4, ILO5	Reflective journal/portfolio Written assessments PDP In-class tests	HIGH1038 HIGH1051 HIGH1057 HIGH1053
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, practical exercises, seminars, VLE online exercises, formative assessment and					

student-led feedback. Practical and computer based assessments of skills gained are then undertaken by students.

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding: Understanding and applying the theories, concepts and principles from the generic management areas related to sport. (HLST 5.2,5.3) (FHEQ) Demonstrate knowledge and understanding of organisations, their external environment, management and responses to change. Within this framework show knowledge of a range of sectors including markets, customers, strategy, people, organisations process and cross sector issues.(GBM 31-3.7) Show detailed knowledge of well-established principles of marketing. (SEEC 2010) Appraise and evaluate the effects of sport and exercise (HLST6.17) Appreciation of the relationship between sport and exercise activity; intervention with children (HLST6.17)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify, compare and evaluate key theories, concepts and agreed best practices in sport, and in different areas of business and management e.g. such</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, learning from work experience.</p>	<p>A1, A2, A3, A4, A5</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Written reports Essays Examinations Presentations Group practical assessments</p>	<p>HIGH2060 HIGH2038 HIGH2057 HIGH2043</p>

<p>as economics, finance, leadership, human resource management, operational management. Show an appropriate level of understanding of academic and sector research approaches, engage in discussion and evaluation of the strengths and weaknesses of these approaches outside the context they were first engaged with. Evidence knowledge of the impact of physical activity on children's development.</p>	<p>Secondary/Supplementary: Guest speakers, case studies, individual and group research</p>				
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Core delivery of knowledge and understanding will be through, lecture, seminars, directed reading, independent study and group tutorials. Understanding will be tested through the student's ability to appraise theories and concepts and best practice. Some of this will include appraisal of concepts, policies and practices engaged with during the students' WBL.</p>					
<p>Cognitive and Intellectual Skills: Show detailed knowledge of the main principles of enquiry used in business and the ability to evaluate the appropriateness of these different approaches to solving problems. (FHEQ) Use analysis and synthesis to identify assumptions and evaluate evidence. Use appropriate quantitative and qualitative skills to identify and formulate solutions to business problems. (GBM 3.9) (HSLT5.2) Numeric and quantitative skills including data analysis, interpretation and extrapolation; use models of business problems and phenomena (GBM 3.9)</p>					

<p>(HSLT5.2) Individuals should understand the limits of knowledge with respect to the sector and the impacts this has on their analysis and interpretation of information. (FHEQ)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify and compare assumptions and theories, evaluate qualitative and quantitative information, to define terms and generalise appropriately. Evaluate and assess options and apply ideas in a range of situations outside those in which they were first learned. Discriminate between methodologies Extrapolate information and draw conclusions. Recognise where lack of information or knowledge might impact strategies developed.</p>	<p>Primary: Class exercises, seminars simulations and discussions, workshops, academic tutorials Secondary/Supplementary: Case studies, reviews of business practice, problem-based learning, feedback</p>	<p>A1, A2, A3</p>	<p>ILO1, ILO2</p>	<p>Research report Examinations Written reports Essays Presentations</p>	<p>HIGH2058 HIGH2060 HIGH2038 HIGH2043</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed in lectures, class discussion and debate using case studies, problem based learning and appraisal of organisational processes and practices. Assessment will be focused on students evidencing their academic and reflective skills to demonstrate they have achieved the learning outcomes.</p>					
<p>Key Transferable Skills: Effective communication using a range of media and forms including the development and presentation of business reports. (GBM3.9) (HSLT5.2) Use numerical and quantitative methods to analyse and interpret data. (GBM3.9) Ability to analyse a range of information</p>					

<p>comparing alternatives methods and techniques (SEEC 2010) Effective problem solving and decision making (GBM 3.9) Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal reflection responsibility and decision making (HSLT5.2) Work effectively independently and with others (HSLT5.2)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Produce communication in a range of formats and media including writing business reports. Use analytical tools and methods. Use a range of IT packages and computing software. Identify and priorities a range of outcomes or solutions in problem solving.</p>	<p>Primary: Workshops, In class exercises. Course essays and reports Tutorials. Seminars, work-based learning, role play, Self-directed learning. Peer review Presentations Secondary/Supplementar y: None</p>	<p>A2, A3, A4, A5</p>	<p>ILO3, ILO4, ILO5</p>	<p>Group task Research report Group practical assessment Examination</p>	<p>HIGH2058 HIGH2060 HIGH2043</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are an integral part of the students personal and academic development as well as their engagement with work based learning. These are tested in a range of activates and assessments across a range of modules including WBL.</p>					
<p>Employment-related Skills: Interacts effectively with a team, giving and receiving information and ideas and modifying responses where appropriate. Is aware of personal and responsibility</p>					

<p>and professional codes of conduct. (SEEC 2010) Have interpersonal skills of effective listening, negotiation, persuasion and presentation. (GBM 3.9) Show evidence of the skills required to evaluate sports performance (HSLT 6.18) Demonstrate an appreciation of sport development and facilitation principles. (HSLT 6.18)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Show an understanding of operational process and strategies. Evaluate marketing strategies. Understand the impact of human resources management practices on an organisation. Work as an effective member of a team, communicate with colleagues, take personal responsibility, be self-aware and self-manage in terms of time planning and personal behaviour.</p>	<p>Primary: Workshops, In class exercises. Course essays and reports Tutorials. Seminars, Work-based learning, role play, Self-directed learning. Peer review Presentations Secondary/Supplementary: None</p>	<p>A3, A4, A5</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Case study analysis Examinations Written assessments Group practical assessment</p>	<p>HIGH2060 HIGH2057 HIGH2043</p>
<p>An explanation for embedding Employment-related Skills through Teaching & Learning and Assessment at this level of the programme: Employment-related skills are linked to a number of modules which give specific knowledge related to skills for specific areas such as marketing or use economic methodologies for analysis of business contexts. The more general employment related skill set is tested through the breadth and types of assessment practiced throughout the programme and through WBL and organisational feedback.</p>					
<p>Practical Skills: Show evidence of the skills required to evaluate sports performance (HSLT 6.18)</p>					

<p>Demonstrate an appreciation of sport development and facilitation principles. (HSLT 6.18).</p> <p>Ability to conduct research into business and management issues. (GBM 3.9)</p> <p>Use a range of established techniques to initiate and undertake analysis of important information, and to propose solutions to problems arising from that analysis (FHEQ)</p> <p>Effective use of communication and information technology business applications. (GBM 3.9)</p> <p>Operate and effectively manage resources (HSLT 6.3)</p> <p>Plan and control an event (HSLT 6.3).</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Run an outdoor event as part of a team.</p> <p>Use, evaluate and appraise a range of IT systems and software using these outside the context they were first developed in.</p> <p>Prepare spreadsheets, manipulate data, use mathematical modules, prepare presentations to a high standard using a variety of media and methods presentations and written reports.</p> <p>Present information to an audience recognising its requirements and the limits of its knowledge.</p>	<p>Primary: Workshops, Practicals, In class exercises. Course essays and reports Tutorials. Seminars, work-based learning, role play, Self-directed learning. Peer review Presentations</p> <p>Secondary/Supplementary: None</p>	<p>A3, A4, A5</p>	<p>ILO3, ILO4, ILO5</p>	<p>Case study analysis Examinations Written assessments Group practical assessment</p>	<p>HIGH2058 HIGH2060 HIGH2057</p>

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
Having established a practical skill set in the first year of their studies IT skills will be further extended in Year 2 specifically through HIGH2058 Research analysis and decision making. Industry relevant practical skills will also be developed in HIGH2060, Business enterprise in outdoor adventure.

PS14. Work Based/Related Learning⁸

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

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Extensive Work-based Learning placements in organisations. Researching the sector and individual organisations. Preparation of CV Multiple interviews for placement Visits to sport sector and related business organisations. Sector specialists, employed as part-	WBL - Students prepare CVs as part of their professional practice modules. An interviewing process involving partner organisations and students is organised As part of their studies the class visits sport/business organisations in the locality.	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Reflective Journal/ portfolio. Portfolio of evidence. Presentations Reports Essays Practical Assessments	HIGH1054 HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053

⁸ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

time teaching staff. Guest lecturers Study tour	Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules				
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An explanation of this map:

Work-based Learning is fundamental to the learning experience of the FdA Sport & Management. Preparation for placement including research, CV preparation, interviews with placement organisations, Work etiquette, WBL, mentoring within the organisation, programme support are all provided through the professional practice module. Assessment is focused around reflective work and the student's engagement with the placement organisation. The work-placements are designed to give students sufficient exposure to industry in order to gain relevant industry skills and – potentially – qualifications. Students are expected to complete the full amount of work-based learning in order to achieve their foundation degree. Under exceptional circumstances, cases may be considered individually. The responsibility for securing and maintaining a work placement is the student's; however, the course team will provide full support.

This means that: Students on FdA Sport & Management must normally complete at least 20 days of work-based learning in stage one; and 10 days in stage two in order to achieve their foundation degree. Students on FdA Business & Management and FdA Financial Services must normally complete at least 40 days of work-based learning in stage one; and 20 in stage two in order to achieve their foundation degree.

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
WBL placement, Module practical activities, Site visits, Organisational visits Sector specialists, employed as part-time teaching staff.	WBL - students undertake a number of extended block placements. This may be with a more than one placement organisation to enable the student	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Reflective journal/ portfolio. Portfolio of evidence. Presentations Reports Essays Group and individual practical	HIGH2058 HIGH2060 HIGH2038 HIGH2057 HIGH2043

Guest lecturers Study tour	to gain a wider or different experience of the sector			Assessments	
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An explanation of this map:
 Having established a practical skill set in the first year of their studies this will be further extended in Year 2. Research analysis and decision-making module will strengthen IT and data analysis skills, A number of modules relate student experience and observation in placement to theory and best practice through the assessment and PBL learning. Further sector specific skills are developed through HIGH2059.

2. Module Records

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

MODULE CODE:	HIGH1054	MODULE TITLE:	Professional Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE:	N190
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Designed to enable students to demonstrate they have all the qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions] – Please check*

COURSEWORK			
	C1 (Coursework)	100%	

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

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and professional practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Identify, locate, evaluate and use information appropriate to the task in hand.
2. Work independently and in a team in a manner that meets professional requirements.
3. Demonstrate the ability to communicate effectively in styles appropriate for a variety of professional purposes and audiences.
4. Evaluate and reflect upon, own strengths and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	05.2015	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: David Kaye	OTHER MODULE STAFF: Patricia Riley
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SUMMARY of MODULE CONTENT

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.
- Employability skills: including creative thinking, presentation, communication, negotiation, team working, effective communication at meetings

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	
Visits	24	
Work based learning	40	Reflecting on performance in the workplace
Guided independent learning	86	Wider reading; professional development activities in the workplace
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Personal Development Plan.	50%	Students will present evidence of the personal development planning, linked to the work-placement. ALO 2,3,4, Each student will be assessed on their work based learning (WBL). ALO 1,2,4
		Work-based learning documentation	50%	
			Total = 100%	

Updated by: David Kaye	Date: 01/05/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

- Cottrell, S., 2008. *The Study skills handbook*. 3rd ed. Palgrave Macmillan
- Hepworth, A., 2011. *Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development*. Universe of Learning Limited
- McMillan K & Weyers, J. (2012) *The Study Skills Book*, Harlow, Prentice Hall

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

MODULE CODE:	HIGH1057	MODULE TITLE:	Business Accounting
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N400
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Business Accounting introduces accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity. Business Accounting exposes the practical application of a range of relevant accounting techniques which enable effective decision making process.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK			
T1 (Test)	25 %	C1 (Coursework)	75%		

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

MODULE AIMS:
 Module aims are to:

- Introduce accounting as the measurement, recording and communication of financial information for the purpose of business decision making in the context of risk, sustainability and liquidity.
- Expose practical application of a range of relevant accounting techniques which enable effective decision making process.

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

1. Prepare and analyse the key financial statements
2. Prepare and report on financial accounting information
3. Prepare and report on management information.
4. Use financial information for decision making process.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Stuart Lusby

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- 1). Analysing the key financial statements of different organisations
- 2). Reporting on financial accounting information
- 3). Preparing and reporting on management information
- 4). Using financial information for decision making processes.
- 5). All the work covered on the module is in the context of risk, sustainability and liquidity.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Weekly Lecture (18 x 2)	36	2 hour sessions over 9 weeks
Weekly Seminars and workshops (18 x 2 hour)	36	Group size will be reflective of need to facilitate and encourage discussion
Independent guided study	128	Areas of focus for reading provided within lectures, seminars , workshops and assessment briefs
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	T1	Online Test	100%	Computer Test – MyAccountingLab Online Test. ALOs 1-4
			Total = 100%	
Coursework	C1	Group project	33%	ALOs 1-4
		Case Study	67%	ALOs 1-4
			Total = 100%	

Updated by:
Stuart Lusby

Date:
01/05/2015

Approved by:
Ben Bennett

Date:
01/05/2015

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

MODULE CODE:	HIGH1051	MODULE TITLE:	Business Relationship & Customer Service Management
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 All businesses have to interact with their customers and a range of external stakeholders (e.g. customers, suppliers, shareholders and partners). This module examines how these relationships are managed and how competitive advantage is achieved.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	60%	P1 (Practical)	40%

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

MODULE AIMS:

- The module aims to enable students to:
- Develop a knowledge and understanding of the role and needs of the key external stakeholders of a business
 - Develop knowledge and understanding of how businesses manage relationships with stakeholders and obtain benefits.
 - Analyse how stakeholder needs are being satisfied in a specific work context and how businesses are generating competitive advantage from the relationship
 - Understand the creation of customer satisfaction in a range of business, finance, sport and fitness sectors and its business benefits
 - Understand how customer service is designed, developed and delivered
 - Understand the effective management of customer service

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

- At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge of the key stakeholders, their needs and role for the organisation.
 2. Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders; and the main theories underpinning customer service management.
 3. Analyse and evaluate good practice business relationship management concepts and techniques within a work context; including the evaluation of the design and delivery of customer relationship management.
 4. Apply the knowledge generated in the module, to enable the student to work effectively within the work context by demonstrating relevant relationship-building, negotiation and communication skills.

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015.	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Tom Quinn

OTHER MODULE STAFF: Sally Gallichan

SUMMARY of MODULE CONTENT

- Stakeholder profiles, analysing wants, needs, strengths and weaknesses.
- Theories and models associated with understanding and analysing customer service and the customer experience.
- Managing relationships
- Nature of service, services versus goods, evolution of services marketing as an academic sub-discipline, classification of services.
- The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk
- Communication in relationship management, including sector associations, organisational and personal networks
- IT systems to support relationship management
- Service design and delivery – blueprinting and service mapping, benchmarking, complexity, diversity and lines of visibility, roles/scripts of employees.
- Service quality and satisfaction – expectations of services, dis-confirmation/gap theories, relationship between service quality and satisfaction.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	
Guided Independent Learning	72	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Work-based learning	80	Research into the service and RM processes at the placement organisation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business Report	Total = 100%	Meets ALOs 1, 2, 3, and 4 Links to all ALOs through the process of reflection and critical self-awareness
Practical	P1	Individual Presentation	Total = 100%	Meets ALOs 1 and 2

Updated by: Tom Quinn	Date: 07/04/2015	Approved by: Ben Bennett	Date: 07/04/2015
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Recommended Texts and Sources:

Buttle, F. (2010), Customer Relationship Management, Butterworth-Heinemann
 Bourne, L. (2009), Stakeholder Relationship Management, Gower
 Cook, S. (2010), Customer Care Excellence: How to Create an Effective Customer Focus (6th Rev Ed edition), Kogan Page Ltd

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

MODULE CODE: HIGH1038	MODULE Applied Sports Coaching
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	TITLE:
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CREDITS: 20	FHEQ Level: 4	JACS CODE: C610
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module looks at the theory and methods that underpin coaching practice. In addition, this module develops the student's knowledge and skills when coaching.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION	COURSEWORK		PRACTICAL	
E1 (Examination)	C1 (Coursework)	80%	P1 (Practical)	20%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to enable students to develop knowledge and understanding of:

- The theory that underpins coaching.
- The coaching methods used for different sports.
- The skills in the application of coaching individuals.
- The practical skills in the effective planning, delivery and evaluation of coaching.

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

1. Demonstrate knowledge and understanding of a range of theories that underpin coaching in sport and analyse why particular methods will be effective with individuals and various sports.
2. Demonstrate the ability to implement the effective planning, delivery and evaluation of coaching.

DATE OF APPROVAL:	03/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	.	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 108

MODULE LEADER: Andrew McGinnigle

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Underpinning theory of coaching, skills acquisition and retention
- Coaching, teaching and learning styles that can be used to develop & motivate athletes
- Methods used by sports coaches to assess and manage the needs of athletes/ Individual differences
- Formal guidelines, codes, protocols and practices used in sports coaching
- Planning and initial assessment and analysis of performance of sports performers
- Training programmes to support the development of selected sports performers
- Planning and managing coaching sessions that meet the needs of selected sports performers
- Review of coaching performance and planning for future practice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/practical sessions	50	
Guided independent learning	90	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Work based learning	40	Research into the service and RM processes at the placement organisation
Seminars	20	
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Course work	C 1	Course work	Total = 100%	The candidate will use underpinning theories related to coaching, learning and assessment to produce and justify a coaching session plan to meet the development needs for a group of selected performers. The candidate will then review their given session, suggesting recommendations for their future development. ALO 1 & 2
Practical	P 1	Practice	Total = 100%	The delivery of a practical sports coaching session. ALO 2

Updated by: Andrew McGinnigle	Date: 16/4/15	Approved by: Ben Bennett	Date: 16.04.15
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Recommended Texts and Sources:

Cassidy, T. G., Jones, R. L. & Potrac, P., 2008. *Understanding Sports Coaching: The Social,*

Cultural and Pedagogical Foundations of Coaching Practice. 2nd ed. Routledge
Dick F.W., 2007. *Sports Training Principles*. 5th ed. A & C Black Publishers Ltd.
Gordon, D., 2009. *Coaching Science*. Learning Matters
Lyle, J., ed. & Cushion, C., ed., 2010. *Sports Coaching: Professionalisation and Practice*. Churchill Livingstone
Magill, R, A., 2010 *Motor learning and control: Concepts and applications*. 9th ed. McGraw-Hill
Rosenblatt, B. (2014) *Performance Training for Sports*. Champaign, IL: Human Kinetics.
Whitmore, J., 2009. *Coaching for Performance: GROWing Human Potential and Purpose the Principles and Practice of Coaching and Leadership*. 4th ed. Nicholas Brealey Publishing
International Journal of Sports Science & Coaching
Journal of Athletic Training

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

MODULE CODE:	HIGH1041	MODULE TITLE:	The Sport & Fitness Industries
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CREDITS: 20	FHEQ Level: 4	JACS CODE: C640
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The sport and fitness sector is one of the fastest growing sectors in most developed economies. This module examines the activities that make up the sector, their development and economic impact, the key stakeholders and how they have influenced the development of the sector.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module aims to enable students to develop knowledge and understanding of:

1. The growth and development of the sport, exercise and fitness sectors: their environment, governance, structure, regulation and modes of operation.
2. A wide range of strategies that have been used (both successfully and unsuccessfully) to promote participation and develop commercial enterprise within the sport, exercise and fitness sectors.
3. The main sources and reliability of information about the sector.

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

1. Demonstrate knowledge and understanding of:
 - The growth and impact of the sport, exercise and fitness sectors on society and the economy.
 - How sport, exercise and fitness are provided.
 - The role of government, governing bodies and other stakeholders on the organisation and development of sport, exercise and fitness.
 - Current issues that affect sport, exercise and fitness.
2. Identify the main sources of information related to the sports sectors and understand how to use that information to analyse current developments in the sector.

DATE OF APPROVAL:	June 2013.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	September 2013	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED	.	TERM/SEMESTER:	All Year

CHANGE:

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

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ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE:

MODULE LEADER: Glenda Rivoallan

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Types of sport facilities, activities and their providers, analyse growth of each sector
- Future trends and influences on the sectors
- Review the Organisation, management and governance of selected providers
- Mission, values and objectives of selected providers
- Role of the government depts., PE and Sports policy, Government's role in health
- Analysis of Government policies and its impact on each sector
- Stakeholders (e.g. Governing bodies, associations) and their role, organisation, aims and influence
- Laws, regulations, standards and ethics relating to development & impact on operations and consumers
- Impact & current issues pertaining to Sport, exercise and fitness
- Strategies to increase sports participation and develop commercial sports enterprises
- Sources of information on the sports sector

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/Seminars	50	
Guided independent learning	40	
Work based learning	86	
Visits	24	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Coursework	50%	This might include the development of a case study on a selected provider from the sport or exercise and fitness sector. ALO1 This might include an essay which evaluates the implementation and success of a strategy by a provider in a
		Coursework	50%	

			Total = 100%	selected locality from within the sport, or exercise and fitness sector. ALO1 & ALO2
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Updated by: Glenda Rivoallan	Date: 09.09 2015	Approved by: Ben Bennett	Date: 09.09 2015
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Recommended Texts and Sources:

- Trimble, L. ET AL. (2010) Sport in the UK (Active Learning in Sport Series)
- Bloyce, D & Smith, A., 2009. *Sport Policy & Development: An Introduction*. London: Routledge
- Leeds, M. A & Von Allmen, P., 2007. *The Economics of Sports*. 3rd ed. Pearson
- Hylton, K. & Bramham, P. ed. 2007. *Sports Development: Policy, Process and Practice*. 2nd ed. London: Routledge
- Roberts, K., 2004. *The Leisure Industries*. London: Palgrave Macmillian
- Torkildsen, G., 2005. Leisure and Recreation Management. 5th ed. Routledge
- Anderson, J., 2010. *Modern Sports Law: A Textbook*. Hart Publishing
- Hoyer, R & Cuskelly, G. (2006) Sport Governance (Sport Management)

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

MODULE CODE: HIGH1053	MODULE TITLE: Planning for Sport & Events
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N800
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Successful sports events and projects are founded on 1. Sound planning and 2. Effective implementation. This module considers the first of these and examines the theory and practice of event and project planning in the sports sector.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50 %

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 To enable students to develop effective project plans for sports events, activities and facilities that will underpin the timely completion (to budget and scope) and their safe and effective operation.

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

1. Demonstrate knowledge and understanding of the concepts and principles associated with the planning of sport and/or events.
2. Use tools to model and evaluate different options, including finances, processes, risks and project management process.
3. Develop effective project plans.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015.	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

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

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 108
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MODULE LEADER: Martin Colley	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

- Initial planning: idea generation, market research, vision and purpose, feasibility studies, financial modelling, setting objectives
- Funding
- Client experience, organisational culture and organisational structures
- Policies, regulations standards and targets
- Process design and job definitions
- Event, facilities and activity design (crowd flows, health & safety, etc.) and approval
- Use of facilities (regulation, exclusivity, environmental issues, maintenance, access, intrusion, contingencies)
- Equipment, types, developments, testing, maintenance
- Risk: evaluation, contingency management, execution and control, health and safety, insurance.
- Project planning: critical success factors definition: scope, costs, benefits and risks; project planning, cpa, scheduling, costing, specification of performance and quality indicators

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/Seminars	50	
Work based learning	40	Research into the service and RM processes at the placement organisation
Guided independent learning	110	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Feasibility Study	Total = 100%	A feasibility study comparing and contrasting different aspects for planning an event or a facility in the sport and fitness sector. ALO 1 and 2
Practical	P1	Presentation of Project Plan	Total = 100%	A detailed presentation of a project plan for a sports or active leisure event to be run in Jersey. ALO 1 and 3

Updated by: Martin Colley	Date: 09/09/15	Approved by: Ben Bennett	Date: 09/09/15
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	HIGH2057	MODULE TITLE:	People and Organisations
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N600
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module provides knowledge and skills in the application of modern management principles. It examines the behaviour of individuals, teams and organisations and the way that behaviour can be influenced.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts of leadership, supervision, team working and human resource management.
- Understand how the performance of individuals and teams can be enhanced through appropriate management styles and actions.
- Analyse the impact of strategies and management action on the culture of the business and on the behaviour of individuals and teams, their motivation and performance.

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

1. Demonstrate knowledge and understanding of the well-established concepts and principles of leadership, management, motivation, teams and individual behaviour, and the way that those principles have developed.
2. Apply those concepts and principles in the work context, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Undertake analysis of business strategies and management actions to assess their impact on business culture and the performance of teams and individuals.
4. Work as an effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of their colleagues.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Pat Riley	OTHER MODULE STAFF:
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<p>SUMMARY of MODULE CONTENT</p> <ul style="list-style-type: none"> • Management principles, leadership styles, managing change and motivation • Empowerment, influencing, encouragement, support and guidance • Nature of organisations (behaviour and culture) and organisational design • Supervision (including FSA requirements for competence and supervision) • Recruitment, training, coaching and developing staff • Teams and team building
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	1. Business report	50%	ALO 1-2
		2. Report on employee engagement in Work Placement Organisation	50%	ALO3-4
			Total = 100%	

Updated by: Patricia Riley	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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<p>Recommended Texts and Sources:</p> <p>Mullins, L J. (2013) <i>Management and Organisational Behaviour</i>. FT Publishing International</p> <p>Boddy, D. (2008) <i>Management: An Introduction</i>, 4th edition, London: Financial Times – Prentice Hall.</p> <p>Cameron, S (2007): <i>The Business Student's Handbook: Skills for Study and Employment</i>. London, Prentice Hall.</p> <p>Daft RL, Kendrick M & Vershinina (2010): <i>Management</i>. International edition. Andover, Cengage Learning.</p> <p>Eyre, E.C. and Pettinger R. (1999), <i>Mastering Basic Management</i> (3rd edition), Palgrave Master Series, Basingstoke.</p>
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Hamilton L & Webster P (2012): The International Business Environment. Second Edition. Oxford, Oxford University Press.

Jones GR & George JM (2011): Contemporary Management. Seventh Edition. London, McGraw Hill.

Lee-Davies, L (2007): Developing Work and Study Skills. London, Thomson Learning.

Meyer E & Ashleigh M (2007): Contemporary Management (European Edition) London, McGraw-Hill.

Smith, M (2011): Fundamentals of Management. Second Edition. London, McGraw Hill.

Taylor, S (ed) (2013): Theory and practice of management. Custom published text. Harlow, Prentice Hall.

Wetherly P & Otter D (eds) (2011): The Business Environment: Themes and Issues. Second Edition. Oxford, Oxford University Press.

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

MODULE CODE:	HIGH2039	MODULE TITLE:	Macro & Micro Economics
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Economic conditions and expectations around the globe play a major part in determining the performance of business. This module aims to give students an effective understanding of macro and micro economic theory and of how economic forces impact on and can be exploited by the business.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		Practical	
E1 (Examination)	40%	P1	60%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop knowledge and understanding of the theory of economics.
- Relate economic theory to current business issues.
- Apply economic tools in business situations.

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

1. Demonstrate knowledge and understanding of the economic environment, the well-established principles of economic theory and the way that those principles have developed and are used.
2. Apply and evaluate a range of approaches to economic analysis commonly used in business.
3. Present and evaluate recent economic trends and analyse the impact on businesses; develop clear analytical arguments and make sound judgements in accordance with complex theories and concepts of macroeconomics.
4. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences analyses and interpretations based on that knowledge

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: 129

MODULE LEADER: Ben Bennett

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Macroeconomics – understanding the economy
 - Income and spending, inflation, money supply, labour markets, financial cycles
 - Balance of payments and exchange rates, standard of living
 - Role of governments, central banks and other international organisations, public spending, economic policy
 - The global economy, international businesses, trade and investment
 - Key economic indicators
- Microeconomics – understanding markets
 - Supply and demand, pricing, costs and profits
 - Role of the firm, consumers and savers. Market confidence
 - Economics and business strategy: coping with economic forces and generating competitive advantage

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	Applying the principals of economics to practice and reflections on practice within the workplace
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	100% Total = 100%	A choice of extended narrative questions focused on the micro-economic theory; the theory of the firm; perfect and imperfect product and factor markets (ALO1; ALO2)
Practical	P1	Presentation	100% Total = 100%	Students will be assessed on their individual contribution to a group presentation on the performance of international financial centres around the world in relation to recent global and regional economic performance. (ALO3; ALO4)

Updated by:
Ben Bennett

Date:
09/09/2015

Approved by:
Stuart Taylor

Date:
09/09/2015

Recommended Texts and Sources:

- Economics and the Business Environment (3rd Ed), Sloman J, and Jones E. FT Prentice

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

MODULE CODE:	HIGH2058	MODULE TITLE:	Research, Analysis & Decision Making
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N213
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Many decisions in business are based on a thorough understanding of markets, organisational performance and customer needs, and the risks associated with each transaction. This module focuses on the methods used to research and analyse businesses, their markets, operation, and problems.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	60%	C1 (Coursework)	40%		

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module aims to enable students to:

- Develop a detailed knowledge and understanding of the theory and concepts underpinning research methods and problem analysis techniques commonly used in business.
- Apply a range of established techniques to initiate and undertake analysis of information, and to develop solutions to problems/issues identified by that analysis.
- Recognise the complexity inherent in real-world problems and understand the limitations that impose on the accuracy and reliability of quantitative analysis.

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

1. Demonstrate a detailed knowledge and understanding of the research, problem solving and analytical methods commonly used in business.
2. Apply these methods outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Use a range of established approaches to initiate and undertake analysis of information, to propose solutions to problems arising from that analysis, and evaluate the strengths and weaknesses of approaches, arguments and solutions.
4. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Peter Hubert	OTHER MODULE STAFF: Auberon Ashbrooke
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<p>SUMMARY of MODULE CONTENT</p> <p>Research and Analysis:</p> <ul style="list-style-type: none"> • Types and methods of research • Researching for businesses: Questionnaire design and interview techniques • Analysing qualitative and quantitative data • Ethics and access issues in the research process <p>Decision-making:</p> <p>Students will become familiar with a range of tools and frameworks commonly used in business for analysing competitive environments, and problem-solving/decision-making based on quantitative and qualitative findings: these will include</p> <ul style="list-style-type: none"> • CPA • Investment Appraisal • Porter's 5 • PESTLE analysis • Capital structure decisions • decision trees <p>Students will consider the applications and limitations of the models as well as their appropriateness to different contexts.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Exam	Total = 100%	A choice of case study based narrative questions to apply and critique decision-making tools. (ALO1; ALO2; ALO3)
Coursework	C1	Mini research project	Total = 100%	A small scale business research task involving primary data collection and analysis (ALO1; ALO4)

Updated by: Peter Hubert	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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<p>Recommended Texts and Sources:</p> <p>Bryman, A. and Bell, E. 2011 Business Research methods 3e University Press</p>
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Cooke, S. and Slack, N. 1991 Making Management Decisions Prentice Hall
Davies, MB. 2007 Doing a Successful Research Project Palgrave Macmillan
Sutherland, J. and Canwell, D. 1997 Planning and Decision Making Financial Times Prentice Hall

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

MODULE CODE: HIGH2043	MODULE TITLE: Marketing
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module builds on the experience of students during their periods of work based learning. It covers the development of marketing plans and strategies and gives students the tools to analyse the impact of those plans and strategies in work context.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

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

Professional body minimum pass mark requirement: 'N/A'

MODULE AIMS:
 The module aims to enable students to:

- Develop a knowledge and understanding of the theory and concepts underpinning the development of the marketing plans and strategies of businesses.
- Analyse the impact of marketing plans and strategies on the organisation and its market place.

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

1. Demonstrate knowledge and understanding of the theory and concepts underpinning marketing plans and strategies in the sector.
2. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Use a range of established approaches to initiate and undertake detailed analysis of marketing strategies and methods, and to evaluate their strengths and weaknesses in relation to the performance of the business and its impact on the market.

DATE OF APPROVAL: 05/2015	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2015	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 133

MODULE LEADER: Christopher Journeaux

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Marketing and corporate strategy
- Pressures for change (e.g. Porter's 5 Forces, interest rates)
- Competitive environment, segmentation, targeting and positioning
- Marketing mix: products; promotion; pricing; place
- Branding
- Sales channels, choice of channels and channel management
- Marketing communications, media, PR, third party information providers
- Regulatory considerations – e.g. impact on advertising and cold calling
- Cross-selling and building multiple relationships with customers
- The differing approaches to marketing in different sectors

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	20 x 2 hour lectures
Work-based learning	90	14 weeks on placement
Guided Independent Learning	70	Moodle access to worked activities; research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business report: market research in different industrial sectors	50%	ALO2 ALO1-3
		Business report: social media evaluation	50%	
			Total = 100%	

Updated by: Christopher Journeaux	Date: 02/05/2015	Approved by: Ben Bennett	Date: 02/05/2015
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Recommended Texts and Sources:

Ennew, C and Waite, N (2013), "Financial Services Marketing; An International Guide to Principles and Practice", 2nd Edition, Butterworth Heinemann

Farquhar J, and Meidan, A (2009) "Marketing Financial Services", 2nd Edition, Palgrave Macmillan.

Kotler, P. and Armstrong, G. (2013) "Principles of Marketing", Pearson

Smith, CT. and Stuart B. (2013) Introduction to Sport Marketing, 2nd Edition, Routledge

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

MODULE CODE:	HIGH2059	MODULE TITLE:	Psychology of Physical Activity
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CREDITS: 20	FHEQ Level: 5	JACS CODE: C640
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module examines the theories of exercise psychology that underpin many of the approaches used to improve participation and performance in sport.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 To develop an understanding of a range of exercise psychology theories and, based on that understanding, develop the knowledge and skills needed to assess psychological factors that may be affecting performance and to put forward strategies to that have the potential bring about improvements.

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

1. Knowledge and understanding of a range of exercise psychology theories.
2. Demonstrate the skills required to identify and assess those factors which may affect levels of performance and participation and analyse their potential effect.
3. The knowledge and understanding needed to propose ways of enhancing participation and performance.

DATE OF APPROVAL:	07/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 108

MODULE LEADER: Glenda Rivoallan

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Policy and position statements on PA and exercise
- Summary of the evidence linking PA and exercise with various health outcomes/risks & review of the prevalence and trends in PA in selected countries. Exercise participation and adherence
- Theories of motivation in the context of PA and exercise & Barriers and motives for PA and exercise
- Motivation through feelings of confidence and competence i.e. Self-efficacy theory, Motivation through feelings of control – LOC model
- Intrinsic/Extrinsic motivation/Attribution theory
- Linking attitudes with PA & Defining the attitude construct
- Theory of reasoned action (TRA) and planned behaviour (TPB)
- Motivation and physical activity
- Self-efficacy model, LOC model, Intrinsic/extrinsic motivation, attribution theory
- Attitudes and physical activity
- Models of exercise behaviour: reasoned action and planned behaviour, health belief model, protection motivation theory, trans-theoretical model; strategies to enhance exercise adherence
- Exercise perceptions and social environments
- Exercise and mental health

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	Weekly during college phases
Guided independent learning	80	research and discussion in Learning Set; preparation for assessment; Guided activities on Moodle
Work-Based Learning	40	
Workshops	30	Topic-based small group seminars
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Course work	C1	Coursework 1: essay	50%	A report which reviews PA participation and influencing factors; critically appraising current policy on PA and exercise. A review and analysis of the evidence on the link between PA and exercise on health outcomes and risks would be sought. This includes the application of recommendations based on models of exercise behaviour which are then compared and contrasted. ALO1 & ALO2 & ALO3

		Coursework 2: Report and plan.	50%	A report which provides a comparative analysis on the values of the models of exercise behaviour. This will include a plan to promote a physical activity related initiative that links to Jersey's Fit For Future strategy for a selected group or population which has the goal of providing physical activity opportunities for said audience. A population could be: a workplace, young people, people rehabilitating from an illness, etc. ALO3
			Total = 100%	

Updated by: Andrew McGinnigle	Date: 09.09.2015	Approved by: Ben Bennett	Date: 09.09.2015
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Recommended Texts and Sources:

The recommended texts for the course are:

- Biddle, S.J.H & Mutrie, N. (2001). *Psychology of Physical Activity*. Routledge, London
- Cox, R.H., 2011. *Psychology: Concepts and Applications* 7th ed. McGraw-Hill Higher Education
- Kremer, J., and Moran, A. P., 2013. *Pure sport: practical sport psychology*. 2nd ed. London: Routledge
- Weinberg, R.S. and Gould, D., 2010. *Foundations of sport and exercise psychology*. 5th ed. Human Kinetics

Journals: Journal of Applied Psychology, The Sport Psychologist, Psychology of Sport and Exercise, Journal of Sport and Exercise Psychology

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

MODULE CODE:	HIGH2038	MODULE TITLE:	Physical Movement in the lives of children
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Many approaches to learning promote the use of movement to develop cognitive constructs and consider outdoor play as essential for ensuring children's well-being. Different philosophies will be examined and historical and international perspectives compared.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

Written Examination		COURSEWORK	
T1	%	C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- To develop an in depth understanding of holistic development in the child.
 - To establish an in depth understanding of physical development and the role of movement in children.
 - To develop a comprehensive knowledge of international perspectives on outdoor play and movement activity.
 - To develop activity planning skills linked to theoretical understandings of movement for young children.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Demonstrate in depth knowledge of holistic development in the child.
 2. Demonstrate an understanding of the importance of physical wellbeing and development for children.
 3. Undertake a detailed analysis of the influence of social context on a range of outdoor provision.
 4. Extend own skills of planning to promote physical well-being.

DATE OF APPROVAL:	May 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16

NATIONAL COST CENTRE: X990

MODULE LEADER: Lynn Blakemore

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

This module enables students to study child development holistically but with particular emphasis on the importance and influence of physical activity, health and overall well-being. 'Right from birth there is such a powerful urge to move that babies soon struggle to be freed from the constraints of adult arms or restricting buggies, and will bounce their legs up and down in continual mock walking movements when lying on the floor or sitting in a car seat' (Ouvry, 2000, p.12).

Piaget, Bruner and Donaldson all refer to children's learning as being 'thought in action' and the fact that children need to explore their environment through their senses in order to develop and understand the concept of abstract thinking. Body and mind are inextricably linked and 'physical experiences that children have are of crucial importance in helping them to discover their bodies and their surrounding and to gain understandings of such fundamental concepts as time and space' (May, 2011, p.26).

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/seminars	40	Weekly during college phases
Work-based learning	8	14 weeks x 40 hours across 6 modules
Guest speaker	6	External delivery from Yoga expert and forest school activity
Guided Independent Learning	146	research and discussion in Learning Set; preparation for assessment; research into process management at the work-placement organisation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	Total = 100%	Students to write a report on a local outdoor provision and devise and activity plan that supports physical movement. (ILO 1-4).

Updated by: Lynn Blakemore	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:

Bilton, H. (1999) *Outdoor Play in the Early Years*, London: David Fulton Publishers

May, P. (2011) *Child Development in Practice. Responsive teaching and learning from birth to five*, Oxon, Routledge.

Ouvry, M. (2000) *Exercising Muscles and Minds. Outdoor play and the early years curriculum*, London: The National Early Years Network.

Tovey, H. (2007) *Playing Outdoors. Spaces and Places, Risk and Challenge*, England: Open University Press

Recommended additional reading:

Darragh, Johanna, C. (2006) *The Environment as the Third Teacher*. Eric database No. ED 493517

DfES (2007) *Early Years Foundation Stage*. London: DfES. Card: Learning and Development, Physical Development.

Gill, T. (2007) *No Fear. Growing up in a risk adverse society*, London: Calouste Gulbenkian Foundation.

Knight, S. (2009) *Forest Schools and Outdoor Learning in the Early Years*, London: Sage Publications.

Maynard, T & Waters, J. (2007) 'Learning in the outdoor environment: a missed opportunity?', *Early Years*, 27: 3, 255-265

Moser, Thomas and Foyn-Bruun, Emilie (2006) *The Pedagogical Foundations of Nature and Outdoor Kindergartens in Norway*. Reykjavik: EECERA.

Parker-Rees, R. and Leeson, C. (2010) *Early Childhood Studies*, Exeter: Learning Matters.

Riddal-Leech.S. (2005) *How to observe children*. Oxford: Heinemann.

Sansom, A. (2011) *Movement and Dance in Young children's Lives. Crossing the Divide*, New York: Peter Lang Publishing.

Sherbourn,V.(2001) *Developmental Movement for children*. London: Worth Publishing

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

MODULE CODE:	HIGH2060	MODULE TITLE:	Business Enterprise in Outdoor Adventure
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N800
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The purpose of this module is to enable students to apply many of the skills, theories and concepts developed during the two years of their Foundation degree. With the agreement of the module tutor, students will research, plan and carry out an outdoor adventure project of their choosing to meet specific business aims.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- This module aims to enable students:
1. To plan, manage, carry out and evaluate an outdoor adventure project which was designed to meet specific business aims.
 2. To reinforce the learning that has occurred during the Foundation degree and enable students to apply many of the tools, techniques and skills they have acquired in a real situation.
 3. To enhance a number of important transferable and employability skills.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

- At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of the relevant theory, methodological frameworks, real-world practices and constraints that apply during the development and implementation of an outdoor adventure project.
 2. Manage a project effectively and demonstrate the application of project management skills including planning, time management, problem solving and management of learning. This should include undertaking a logical and effective process of analysis, design, testing and piloting.
 3. Evaluate, reflect upon and communicate: project potential versus outcomes; the process by which they were achieved; the individual and group learning that took place; their own performance.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 108

MODULE LEADER: Karim Padidar

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Health and safety in the outdoor adventure sector
- Adventure Based Learning principles and practices
- Summary of group dynamics
- Skills and characteristics wanted in business
- Explore aims and objectives in different business scenarios
- Investigate how compiling outdoor activities in specific ways can bring those desired attributes out in individuals and groups
- Explore a variety of outdoor adventure activities to allow an insight into potential positive outcomes and applications
- Under the guidance of the Tutor, students will learn to work in teams, solve problems, and meet employers' expectations

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/Seminars	30	Introduction to core skills
Guided independent learning	100	Research activities and planning outdoor practice
Work-Based Learning	40	
Practical sessions	30	Outdoor activity planning and preparation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Group project and report, and reflective statement	Total = 100%	Group work leading to a presentation of a detailed proposal for an outdoor adventure project and an individual report analysing the planning of the project (ALO1 & ALO2) to include an individual reflective account of the person's own individual performance, the performance of the team and the overall effectiveness of the outdoor adventure activity in meeting the aims of the project. Recommendations for future practice could be put forward. ALO3
Practical	P1	Project observation	Total = 100%	Observation of the delivery of the outdoor adventure project by the project team assessed against performance criteria. ALO1 & ALO2

Updated by: Karim Padidar

Date:
09.09.15

Approved by: Ben Bennett

Date:
09.09.15.



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for**

BA (Hons) Childhood Studies

2015 – 16

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2. Programme Specification.....	3
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WELCOME AND INTRODUCTION

1. Welcome and Introduction to the BA (Hons) Childhood Studies programme

Welcome to the BA (Hons) Childhood Studies and to the University Centre at Highlands College. We are delighted that you have chosen to study with us. Our aim is to make the learning process enjoyable, enhance your academic achievement and bring about personal and economic success.

The BA (Hons) Childhood Studies has been designed in partnership with the Plymouth University and the Childcare sector in Jersey to meet the need for well qualified, work ready, graduates. The programme builds on the FdA Childhood Studies and has been specially developed for its graduates and others (who are suitably qualified) who want to achieve an honours degree. It 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 the College / University Student handbook available at www.highlands.ac.uk/moodle which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

The BA(Hons) Childhood Studies degree has been designed to meet the needs of the Childcare sector and registration framework of the Island. A part time mode is offered to meet both employer and employee needs and part time students are linked to a personal tutor who will work with students in a flexible way which supports students to combine the demands of employment with that of further study.

Awarding Institution: Plymouth University

Teaching Institution: Highlands College

Accrediting Body: N/A

Final Award: BA (Hons) Childhood Studies

Intermediate Awards: N/A

Programme Title: *BA (Hons) Childhood Studies*

UCAS Code:

JACS Code

Benchmarks QAA subject benchmarks in Early Childhood Studies and Youth & Community Work

Date of Approval:

8.1.1 Admissions Criteria

Awards Required for Entry to the BA Honours year	Comments
Pass in a relevant Foundation Degree	Within a Childcare discipline, with appropriate content.
Higher National Diploma in an appropriate discipline (Merit and Distinction only)	Suitable qualifications will be considered, where the learning outcomes from the programme are similar to those of Childhood Studies foundation degrees approved by Plymouth University, where sufficient study at level 5 has been completed.
APEL/APCL possibilities, see [www.plymouth.ac.uk] and search using the term AP(E)L	Refer to the Highlands College and University regulations for APL. The APL process is lengthy and applications should be made at least 6 months before the start of the programme

Interview/portfolio requirements	Although the College retains the right to interview all applicants; those who have previously taken a related Foundation Degree validated by Plymouth University will not normally be required to attend an interview. The ideal candidate has a good record of achievement (in both academic and other spheres), determination and strong team working skills and has had some experience of working in the childcare sector.
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The college has in place a process for the admission and support of students who register a disability which may include an advisory interview and assessment. Mature students with non-standard qualifications are encouraged to apply, but should, in the first instance, contact the Curriculum Manager for a general discussion.

8.1.2 Programme aims and learning outcomes

Aims of the Programme:

The aims of the BA (Hons) Childhood Studies are to:

1. Prepare students for a management role in the childcare sector
2. Provide an informative and challenging programme of study which develops detailed knowledge and critical understanding of:
 - Strategic, operational and multi-agency management in the childcare sector
 - The key issues that face the sector and the theory that underpins the approaches used to address them
 - Curriculum planning and assessment
3. Develop the capability to:
 - Critically evaluate the performance of organisations and childcare strategies, the impact of a changing social, economic and political environment, and develop effective and ethical objectives, policies and processes
 - Use a range of analytical, problem solving and planning tools
 - Operate as productive and leading members of work and multi-agency teams
4. To prepare students for postgraduate studies and a successful career in the childcare sector, enabling them to make a significant contribution to the long term development and success of their organisations
5. Enhance lifelong learning skills and personal development to enable graduates to

achieve their potential and fully contribute to society at large

Programme Intended Learning Outcomes

On completion of the Honours degree programme the student will be able to:

Demonstrate a critical and systematic knowledge and understanding of:

1. the childcare sector, the underpinning theory, its environment, processes and management, real world practices and constraints and of wide range of current issues in childhood studies
2. the strategic and organisational development in the childcare sector
3. childcare management; operational and multi-agency team management, and curriculum development

Demonstrate the ability to:

4. Evaluate and apply multiple perspectives to childhood issues
5. Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals
6. Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children and young people, taking into account their circumstances
7. Evaluate formal and informal educational approaches and select appropriate strategies given the ecology of the learner
8. Undertake rigorous investigations of issues relating to childcare
9. Critically evaluate the approaches being taken in research and in the childcare sector
10. Gather and analyse relevant data, recognising the reliability of data and the assumptions that were made in its' analysis
11. Accurately apply appropriate qualitative and quantitative methods and techniques
12. Draw conclusions and make recommendations, recognising their impact
13. Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood
14. Explore new areas of professional interest and manage their own learning
15. Communicate effectively with a range of stakeholders and audiences
16. Demonstrate effective self-management

8.1.3 Brief Description of the Programme

The programme has been designed with the active support of the childcare sector in Jersey. It is a challenging and informative programme of study that develops a sound knowledge of strategic, operational and multi-agency management, curriculum planning and assessment and the key issues that impact on the childcare sector. It has a strong emphasis on research, analysis and problem solving and on the exploration of theory in the work context. It sets out to prepare graduates for a successful career, enabling them to make a significant contribution to the long term development and success of their organisations and fully contribute to society at large.

8.2.4 Programme structure

Below are listed the modules that make up the programme of full-time and part-time study. All modules are core – there are no options.

Full time mode of study			
Year 1		Honours degree (Level 6)	
Module code	Module title	No. credits	Term
HIGH3006	Honours Project	40 credits	1,2 & 3
HIGH3007	Consultancy in childcare	20 credits	1
HIGH3008	Strategic, operational and multiagency management	20 credits	2 & 3
HIGH3009	Curriculum, planning & assessment	20 credits	1
HIGH3010	Key issues in childhood and youth studies	20 credits	2
Total		120	

A total of 120 Level 6 credits will be studied on the full-time programme

Part time mode of study			
Module code	Module title	No. credits	
Year 1		Honours degree (Level 6)	
HIGH3008	Strategic, operational and multiagency management	20 credits	2 & 3
HIGH3009	Curriculum, planning & assessment	20 credits	1
HIGH3010	Key issues in childhood and youth studies	20 credits	2

		Year Total	60 credits	
Year 2 Honours degree (Level 6)				
HIGH3006	Honours Project		40 credits	1,2 & 3
HIGH3007	Consultancy in childcare		20 credits	1
		Year Total	60 credits	

A total of 120 level 6 credits will be studied on the part-time programme, 60 credits each year.

8.1.4 Progression Routes

Graduates with sufficiently high grades who wish to undertake further research within the discipline can consider progression to postgraduate studies. Suitable graduates of this programme (usually with a 2:1) may be able to progress to programmes leading to a career in teaching or research. For any progression routes students should in the first instance research their chosen place of study for the entrance criteria and if necessary contact institutions directly (these may include PGCE's, MA's or access to Social Work training).

8.1.5 Any Exceptions to Regulations

None

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. A critical and systematic understanding of the childcare sector, it's environment, stakeholders, issues, ethics, politics, ideologies, agencies, structures, governance, processes and management, real world practices and constraints and a wide range of current issues in childhood studies 2. A critical understanding of the theory underpinning and the processes of developing organisational vision, culture, innovation and empowerment 3. Extensive knowledge and critical 	<p>Primary</p> <ul style="list-style-type: none"> • Lectures and tutorials • Directed independent study • Learning from work-related study <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises

<p>understanding of the theories, processes, intricacies and practices of: childcare management; operational and multi-agency team management, and curriculum development</p> <p>4. An appreciation of uncertainty, ambiguity, the impact of real-world practices and constraints and the limits of knowledge;</p> <p>5. The ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;</p>	
<p>NB: Benchmark References</p> <p>Early Childhood Studies and Youth & Community Work</p>	<p>Assessment</p> <p>Key knowledge and understanding is assessed using a combination of:</p> <ul style="list-style-type: none"> • Examinations • Coursework • Project reports • Presentations

<p>B: Cognitive and Intellectual Skills</p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Conceptual understanding that enables the student: <ol style="list-style-type: none"> a. to devise and sustain arguments, and solve problems, using ideas and technique, some of which are at the forefront of childhood studies; and b. to evaluate particular aspects of current issues and research of relevance to the childcare sector and develop appropriate responses 2. Critically evaluate the approaches being taken in research and in the childcare sector 3. Reflect upon the range of philosophical, 	<p>Primary</p> <ul style="list-style-type: none"> • Project work • Tutorial discussions • Feedback via coursework assessment process

psychological and sociological issues and how they underpin childhood	
<p>NB: Benchmark References</p> <p>Early Childhood Studies and Youth & Community Work</p>	<p>Assessment</p> <p>Cognitive and Intellectual Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> • Projects • Examinations • Coursework

C: Key Transferable Skills	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ol style="list-style-type: none"> 1. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis 2. Accurately apply appropriate qualitative and quantitative methods and techniques to issues and problems and propose approaches and solutions 3. Draw conclusions and make recommendations recognising their impact 4. Communicate (with precision) information, ideas, problems, and solutions to both specialist and non-specialist audiences; using a wide range of media, rational and reasoned arguments and demonstrating listening, self-reflection, reflection on others, negotiation, persuasion, and presentation skills, being sensitive to contextual and interpersonal factors 5. Demonstrate effective self-management 6. Demonstrate the ability to explore new areas of professional interest and manage their own learning 	<p>Primary</p> <p>Individual learning Work-related learning Research exercises Projects Group work</p> <p>Secondary</p> <p>Class and seminar interactions and feedback Presentations to academic and audiences from the childcare sector</p>

<p>NB: Benchmark References</p> <p>Early Childhood Studies and Youth & Community Work</p>	<p>Assessment</p> <p>Key Transferable Skills are assessed using a combination of:</p> <ul style="list-style-type: none">• Coursework• Examination
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D: Employment Related Skills	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Undertake rigorous investigations of issues relating to childcare • Evaluate and apply multiple perspectives to childhood issues • Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals • Identify the major drivers of change and risk, and develop effective strategies and processes in response • Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children and young people, taking into account their circumstances • Evaluate formal and informal educational approaches and select appropriate strategies given the ecology of the learner • Evaluate and apply multiple perspectives to childhood issues 	<ul style="list-style-type: none"> • Directed individual learning • Work-related learning • Lectures and seminars • Workshops • Group exercises
<p>NB: Benchmark References</p> <p>Early Childhood Studies and Youth & Community Work</p>	<p>Assessment</p> <p>Employment Related Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> • Project work • Reports • Presentations

E: Practical Skills	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <p>i) accurately apply appropriate qualitative and quantitative methods and techniques to research and analyse issues and to propose solutions to problems</p>	<ul style="list-style-type: none"> • Workshop assignments • Projects • Lectures and tutorials • Work based learning
<p>NB: Benchmark References</p> <p>Early Childhood Studies and Youth & Community Work</p>	<p>Assessment</p> <p>Practical Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> • Project work • Role play • Assessed discussions • Case studies • Reports • Presentations

Distinctive Features of the BA (Hons) Childhood Studies
<ul style="list-style-type: none"> • Designed to meet the needs of the childcare sector • Developed and delivered with the active support of the sector in Jersey • Strong emphasis on the exploration of theory in the work context • Develops skills of independent learning • Emphasis on research, problem solving and management • Significant opportunities for networking with sector professionals • Prepares graduates for a wide variety of career paths and positions of significant responsibility in the Childcare sector

BA (Hons) Childhood Studies Intended Learning Outcomes Map

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<p>Knowledge and Understanding</p> <p>Students will be able to demonstrate knowledge and critical understanding of the well-established principles of their areas of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject and an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular the student will be able to demonstrate:</p> <ul style="list-style-type: none"> • A significant knowledge base which will include a comprehensive/detailed knowledge of the major disciplines associated with the childcare sector, with areas of specialisation in depth, and an awareness of the provisional nature of knowledge • Awareness of ethical issues, including personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work <p>In addition, a typical graduate of this programme will demonstrate a critical understanding of:</p> <ul style="list-style-type: none"> • The childcare sector, it's environment, stakeholders, issues, ethics, politics, ideologies, agencies, structures, governance, processes and management • The theories, processes, intricacies and practices of: strategic, operational and multi-agency team management in childcare; curriculum development, learning and development • Childhood issues, research and theories, some of which will not command consensus • The importance for organisations to: <ul style="list-style-type: none"> ○ Create a vision focused on the outcomes for children, young people, families and communities 	1,2,(3),4	<p>Early Childhood Studies</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p> <p>Youth & Community Work</p> <p>4.5.1</p> <p>4.5.2</p> <p>4.6.1</p> <p>4.6.2</p> <p>4.6.3</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>	<p>HIGH3006</p> <p>HIGH3007</p> <p>HIGH3008</p> <p>HIGH3009</p> <p>HIGH3010</p>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<ul style="list-style-type: none"> ○ Empower staff and children, young people and families ○ Develop a culture of shared values, common purpose and high performance ○ Encourage innovation and entrepreneurship 			
<p>Cognitive / Intellectual Skills (generic)</p> <p>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular the student will be able to:</p> <ul style="list-style-type: none"> • Analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject • Synthesise with minimum guidance, can transform abstract data and concepts towards a given purpose and design novel solutions • Critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance, and investigate contradictory information / identify reasons for contradictions • Confidently and flexibly identify and define complex problems and apply appropriate knowledge and skills to their solution <p>In addition, a typical graduate of this programme will demonstrate an ability to:</p> <ul style="list-style-type: none"> • Identify the major drivers of change and risk, and develop effective strategies and processes in response • Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals • Evaluate and apply multiple perspectives to childhood issues, whilst recognising the significance of cultural and historical features • Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children, taking into account their circumstances • Critically evaluate and critique theories, arguments, evidence and solutions; analyse and draw reasoned conclusions from structured and unstructured problems, and 	1, (2), 3, 4, 5	<p>Early Childhood Studies 5.3 5.4 5.5</p> <p>Youth & Community Work 5.2</p>	<p>HIGH3006 HIGH3007 HIGH3008 HIGH3009 HIGH3010</p>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
construct appropriate responses <ul style="list-style-type: none"> • Undertake research, including setting hypotheses and research questions, observation, data collection and analysis, evaluation and presentation • Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood, and explore complex professional ethical dilemmas 			

Degree level ~ Level 6

Graduate Attributes and Skills

Relevant programme Aim(s)

Benchmark(s)

Relevant modules

Key / Transferable Skills (generic)

Students will be able to demonstrate an ability to critically evaluate the appropriateness of different approaches to solving problems in the study of childcare; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non specialist audiences, and deploy key techniques of the discipline effectively. In particular students will be able to demonstrate an ability to:

- Demonstrate effective self-management and team working; including personal responsibility and accountability, leadership, team building, networking, task management, conflict management, initiative, creativity and motivation and an understanding of the professional, legal and ethical frameworks and the boundaries between personal and professional life
- Manage their own learning using a full range of resources and can work professionally within the discipline
- Undertake self-evaluation; confidently applying their own criteria of judgement, challenging received opinion and reflect on action and seeking and making use of feedback
- Select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance
- Communicate effectively to both specialist and non-specialist audiences using a wide range of media, rational and reasoned arguments and demonstrating listening, self-reflection, reflection on others, negotiation, persuasion, and presentation skills, being sensitive to contextual and interpersonal factors
- Confidently and flexibly identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution

1, 2, 3, 4, 5

Early Childhood Studies
5.5

Youth & Community Work
5.1.1
5.1.5
5.2

HIGH3006
HIGH3007
HIGH3008
HIGH3009
HIGH3010

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<p>2.1.1. Practical Skills</p> <p>The student will be able to demonstrate:</p> <ul style="list-style-type: none"> • The application of skills, including the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques • Autonomy in skill use, including the ability to act autonomously, with minimal supervision or direction, within agreed guidelines, taking responsibility for their own work (including self-evaluation) <p>In addition, a typical graduate of this programme will be able to:</p> <ul style="list-style-type: none"> ○ Accurately apply appropriate qualitative and quantitative methods and techniques to issues and problems and propose approaches and solutions ○ Manage projects in terms of their initiation, specification, planning, implementation, evaluation and individual/organisational learning 	1, 2, 3, 4, 5	<p>Early Childhood Studies 5.5</p> <p>Youth & Community Work¹ 5.1.1 5.1.4 5.2</p>	<p>HIGH3006 HIGH3007 HIGH3008 HIGH3009 HIGH3010</p>

¹ The QAA Benchmark for Youth & Community Work is very detailed; the sections identified within it cover a very wide range of knowledge and skills not all of which are covered in this programme

3. Module Records

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

MODULE CODE: HIGH3006	MODULE TITLE: Honours Project
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CREDITS: 40	FHEQ LEVEL: Level 6	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Honours Project will normally focus on an issue that is of importance to a childcare sector. It is an opportunity for students to undertake the entire process of rigorous scholarly research, including problem formulation, design and execution of the investigation, analysis and reporting. This module draws on all aspects of the studies and experiences students will have undertaken as part of this degree programme and will demonstrate their ability to apply them to a major piece of independent academic work.

COURSEWORK	C1
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SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To provide students with the opportunity to undertake a rigorous study on a theme which they have identified and which is of importance to the childcare sector as a whole. Drawing on advice from a member of academic staff, the honours project aims to enable students to undertake the entire process of scholarly research.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Undertake a rigorous investigation in the area of childhood studies.
2. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
3. Identify a clear project scope statement and project plan.
4. Justify the approach being taken.
5. Identify and use appropriate methods to research a complex issue.
6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.
8. Recognise and evaluate the impact of those conclusions and recommendations.

DATE OF APPROVAL: 22/02/2012	FACULTY/OFFICE: Academic Partnership
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DATE OF IMPLEMENTATION: 09/2012	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Dr Sue Le Masurier	OTHER MODULE STAFF:
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Summary of Module Content

As part of your Childhood Studies degree you are required to write an Honours Project. You will be encouraged to undertake a project in the area or on an issue that is of importance to the childcare sector.

Students undertaking HIGH3006 should have received the project preparatory information over the summer, encouraging an early start with regards to selecting a possible project subject area. During the autumn term, students will be expected to get the project under way and to complete it during the first two terms of your final year. Further details of the project, including a timetable of deadlines, are to be found later in the handbook.

Why do we require students to successfully complete an Honours Project (or as it is often referred, a dissertation)? In brief, the Honours Project allows students to demonstrate a broad range of skills and a deep understanding of a particular subject area. More specifically, the Project gives you the opportunity to:

- Look in detail at a theoretical question or an area of Childhood Studies which you find particularly interesting;
- Practice and demonstrate skills in information gathering across a variety of media;
- Practice and demonstrate the skills of managing a lot of information and ordering it into a coherent form;
- Experience taking responsibility for a project from conception to completion; and
- Create a piece of research that is uniquely your own.

The Honours Project is an extended piece of written work in which students have the opportunity to explore in depth a particular subject in a critical manner. The subject is chosen by the student, but it is important to discuss this choice with a tutor to make sure that the subject is appropriate.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Guest lecture	4	Expert
Seminars	40	Class room based and tutor/peer led
Tutorials	24	Individual advice and coaching
Private study and fieldwork	284	Background research and data collection
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Coursework	C1	Research proposal and project	15%	Students will be expected to formulate and design their research, including methodological and ethical considerations (L.O 3)
			85%	Students will be expected to complete a piece of independent academic research applicable to the childcare sector (L.O. 1,2,4,5,6,7,8)

Updated by: xx/xx/2012	Date:	Approved by: XX/XX/2012	Date:
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: <i>HIGH3008</i>	MODULE TITLE: Strategic Multi-Agency and Operational Management
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CREDITS: 20	FHEQ LEVEL: Level 6	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>The module explores the strategies and processes adopted by a range of childcare agencies. It aims to develop extensive knowledge, critical understanding and effective skills covering:</p> <ul style="list-style-type: none"> • Determining the direction and scope of an organisation • Creating effective processes to enable teams and multi-agency activities to achieve their objectives • Managing resources and stakeholders
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]			
WRITTEN EXAMINATION		COURSEWORK	
E1 (Formally scheduled)	50%	C1	50%

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

Professional body minimum pass mark requirement: N/A

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • The strategies employed in the childcare sector, their impact on the organisation and its markets and the key risks and issues involved in implementation • Concepts of organisational vision and culture, encouraging innovation and empowerment of staff, children and families • Processes to ensure teams and multi-agency activities achieve their objectives • Evaluation and enhancement of performance • Managing resources and stakeholders

<p>ASSESSED LEARNING OUTCOMES: (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical and systematic understanding of the childcare sector, its environment, stakeholders, issues, ethics, politics, ideologies, agencies, structures, governance, processes and management 2. Identify the major drivers of change and risk, and develop effective strategies and processes in response 3. Demonstrate a critical understanding of the theory underpinning and the processes of developing organisational vision, culture, innovation and empowerment 4. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of: childcare management; operational and multi-agency team management
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DATE OF APPROVAL: 22/02/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2012	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Spring/Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Gill Oakes	OTHER MODULE STAFF:
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Summary of Module Content

This module builds on the FdA Childhood Studies and the modules that have already been achieved in stage two of the FdA Foundation degree, which include HIGH 2018 Multiagency working and impact on children and HIGH 2020 Children's workforce-Management and Leadership.

The content focuses on the strategic and operational management of organisations in the childhood studies sector. It includes a detailed study of strategic, operational and multi-agency management, and builds a comprehensive understanding of the issues that surround the sector.

The module has been designed to support the businesses and agencies that work with children 0-16 in Jersey. It's focus is on leadership and management of childcare and multiagency working with the long term aim of enhancing the quality and effectiveness of the sector in Jersey.

Many of the people that achieve this module will be the future leaders and managers for the childcare sector in Jersey. Therefore, this module will support the analytical knowledge and skills needed for such roles.

The module explores the strategies and processes adopted by a range of childcare agencies.

It aims to develop extensive knowledge, critical understanding and effective skills covering:

- Determining the direction and scope of an organisation
- Creating effective processes to enable teams and multi-agency activities to achieve their objectives
- Managing resources and stakeholders

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Assessment	36	Exam, background reading, in class preparation
Guided independent learning	20	Moodle based activities, set exercises, set reading
Lectures	20	Weekly in college
Private study	109	Background reading and research
Seminar	13	Guest speakers, assessment centre case study work
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100

		hours, etc)
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Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E1	Examination	50%	Exam whereby students are presented with a case study to devise a report and response utilising managements skills (L. O: 3, 4)
Coursework	C1	Essay	50%	An essay that incorporates theory that underpins operational and strategic management incorporating multi-agency working (L. O: 1, 2)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3009	MODULE TITLE: Curriculum, planning and assessment
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CREDITS: 20	FHEQ LEVEL: Level 6	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module explores different perspectives on curriculum, planning and assessment methods that will be of use in a variety of professional contexts. The ability to organise, discover themes and manage learning and development are essential skills in a leadership post. Students will experience planning for educational and developmental targets as well as experience planning for personal and emotional development in the context of health, lifestyle and personal growth.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	100%

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- To develop a detailed knowledge and critical understanding of the key theories and concepts involved in course design, planning and assessment and the factors which contribute to effective learning.
 - To enable students to incorporate educational theory into everyday practice.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of curriculum development.
 2. Plan a curriculum and use assessments to improve learning opportunities for children and young people, taking into account their circumstances.
 3. Analyse formal and informal educational approaches and select appropriate strategies given the ecology of the learner.

DATE OF APPROVAL: 22/02/2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2012	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Cat Farnon	OTHER MODULE STAFF:
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Summary of Module Content

This module will explore the theory behind curriculum construction, types of curriculum and the purpose of a curriculum. Consider your own learning experiences; the likelihood is that exciting and challenging experiences are more likely to be embedded in the memory and applied to other situations. The impact of a planned curriculum needs evaluated, as potentially what students receive isn't what is planned for. Is the knowledge chosen culturally specific or are there certain core subjects and values embedded in any curriculum? A key skill when working with children and young people is the ability to have vision and adaptively create learning opportunities in diverse situations for diverse individuals. The capacity to plan ahead and simultaneously allow flexibility is crucial in this process.

Is our role to follow a curriculum compulsively, or is it to use the guidelines and objectives to plan learning experiences that are meaningful and infuse life skills in our young people? Effective teaching is only possible with an effective curriculum; it is at the heart of what teachers teach and what children learn. It is our responsibility to present a learning environment that encourages motivation for learning for life whilst skilfully involving and engaging children in the learning process.

Assessment for Learning has been at the forefront of education for the last ten years. Informal and formal educational experiences should be embedding skills that can be used for life, and in order to enable this, practitioners need to actively seek out the views from young people, observe their behaviour and learning to consider how to extend their experiences appropriately.

Your assessment will require you to reflect and evaluate curriculum types in order to design your own. You will be encouraged to use your unique ideas and experiences to devise a learner centred curriculum with structure and flexibility with the aim of making learning irresistible to young people.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Assessment	34	Curriculum proposal, design, preparation
Guided independent learning	50	Moodle based activities, research, set exercises
Lectures	26	Weekly in college
Private study	82	Background reading, approximately 8hrs a week
Seminar	4	Guest speakers
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Programme	100%	Produce a programme of learning around a set

		of learning		subject area that includes a clear rationale behind structure and subject choice (L. O: 1, 2, 3)
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Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3010	MODULE TITLE: Key issues in childhood and youth studies
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CREDITS: 20	FHEQ LEVEL: Level 6	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module is intended to enable participants to focus on the most up to date, current issues relating to childhood and youth studies and to further develop the student's ability to reflect upon and discuss complex professional dilemmas thereby strengthening their independent learning skills.</p>
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	C1

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

Professional body minimum pass mark requirement: N/A

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • Develop a critical understanding of a range of current key issues in childhood studies • Further develop skills of reflection, discussion, evaluation and synthesis • Give students the opportunity to focus on a current issue in childhood studies of particular interest to them and to research that issue evaluating its impact and developing appropriate responses
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<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical and systematic understanding of a wide range of current issues in childhood studies 2. Have evaluated and analysed the latest thinking in the field of early childhood 3. Access recent research through the Internet and through recent articles and journal material 4. Evaluate and apply multiple perspectives to childhood issues 5. Analyse and draw reasoned conclusions from structured and unstructured problems, and construct appropriate responses 6. Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood

7. Demonstrate the ability to explore new areas of professional interest and manage their own learning

DATE OF APPROVAL: 22/02/2012	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2012	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:
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Summary of Module Content

The early 21st Century offers both challenges and opportunities to practitioners working with children and young people. This module focuses on topics which we have identified as 'key' in one way or another and pertinent to our current thinking and practice.

The topics that may be included within this module are:

- Gender
- Citizenship
- Children's Rights
- Men in early childhood education
- Critical skills in the early years
- Social Networking
- Workforce development
- Health and Wellbeing
- Moving out of Childhood
- Island Agenda for Early Years

These issues are wide ranging in focus but have been selected because they matter to us as a team; they reflect our concerns and draw upon individual research interests. The issues here do not represent a comprehensive guide to current issues and other issues of importance could well have been included but by highlighting some research issues in different fields of study we hope to stimulate your reading and thinking. The intention is to support you on the development and reporting of a small scale study of a key issue in childhood studies of interest to you.

We have enjoyed preparing this programme for you and hope that you will find much of interest in this module and I look forward to working through the issues it raises in our contact with you.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Guided independent learning	50	Moodle based activities, research, set reading
Seminars in pairs/preparation and delivery	40	Research and preparation to deliver seminars to peer group in pairs
Private study	80	Background reading/research
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Literature review	100%	Students to choose an area of focus of childhood studies of particular interest to them and undertake a review of literature of that area. (L.O. 1-7)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH3033	MODULE TITLE: Consultancy in Childcare
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CREDITS: 20	FHEQ LEVEL: Level 6	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module will normally focus on a complex issue that is of importance to one organisation in the childcare sector in Jersey and which has the potential to directly benefit that organisation or its stakeholders. Students will be required to demonstrate their ability to specify, plan and implement a project in a real world situation, to time, cost and specification.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]	
COURSEWORK	
C1	90%
PRACTICAL	
P1	10%

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Investigate a significant issue for an organisation in the childcare sector
 - Demonstrate self-management through their ability to specify, plan and implement a project in an environment of changing priorities and uncertainty, to time, cost and specification
 - Apply knowledge and experienced gained during the programme in a real world context
 - Understand the impact of stakeholders and real world issues and uncertainties on objective setting, data collection, analysis, conclusions and recommendations, and the importance of effective communications

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Agree a project brief and develop an appropriate project proposal and plan
 2. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis
 3. Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals
 4. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis
 5. Communicate effectively with a range of stakeholders and audiences

6. Demonstrate effective self-management

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 10/06/2015	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015	NATIONAL COST CENTRE: X990
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MODULE LEADER: Claire Farley	OTHER MODULE STAFF:
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Summary of Module Content

The term consultant can have a number of different meanings within the business world. Often consultants are considered experts in their field who are brought into an organisation where their specialist knowledge will be used to either analyse a particular problem and/or advise on the best course of action to address a specific issue. In this module you will be acting as outside consultants, under academic supervision, undertaking a specific client driven project on a part-time basis. The client organisation should provide you with a mentor. The client will be invited to comment on the quality of your work and it will remain in their ownership, but assessment will be the responsibility of the module leader and course team. There will be a series of workshops throughout the year designed to let you discuss progress as both a group and individuals. It is important that you attend these sessions.

The process of consultancy is very closely linked with the concept of 'Action Research'. 'Action Research' is a learning process whereby research is carried out systematically to define and solve a problem or address an issue.

It can be used to:

- specify nature, severity and trend of an issue or problem;
- identify a plan of action to address a problem;
- monitor effectiveness of an action taken to address a problem; or
- Identify a desirable change for future implementation.

The process of project planning will, typically, involve the following;

- identify a problem or difficulty
- negotiating the project proposal
- selecting action steps and formulating a plan of approach
- planning data collection
- gathering the data or evidence
- communication findings and solutions and making recommendations

The following types of consultancy may be envisaged;

- The review or evaluation of (or the design of an evaluation methodology for) a specific activity or service provided by the client.
- The focussed analysis of a specific set of data held by the client
- The identification of the future strategic threats and opportunities, and possible implementation barriers to new initiatives

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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Weekly in college
Tutorials	28	Individual advice and coaching
Private study and fieldwork	152	Background research and data collection/meetings with clients
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Reflective learning log	30%	Reflective Learning Log (3,000 words) (L.O. 2, 6) Students will gather and analyse relevant data and demonstrate effective self-management
	C1	Oral Presentation of report/project	60%	Oral presentation of report (1,000 words) (L.O. 1,3,4,5) Students will agree a project brief and develop an appropriate project proposal and plan and communicate effectively with stakeholders.
Practical	P1	Presentation	10%	Practical presentation skills will be assessed (L.O. 5)

Updated by: xx/xx/xxxx	Date:	Approved by: XX/XX/XXXX	Date:
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**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for
BA (Hons) Financial Services
2015 – 16**

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to BA (Hons) Financial Services

Welcome to the BA (Hons) in Financial Services approved by Plymouth University. The college is delighted that you have chosen to study with us.

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 the College / University Student handbook available at www.highlands.ac.uk which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Programme Title: BA (Hons) Financial Services (top up)

Partner Delivering Institution: Highlands College

Start Date: 2015-16

First Award Date: July 2016 Full-time; July 2017 Part-time

Date(s) of Revision(s) to this Document: 17th September 2015

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education¹. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes².

¹QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf> . last accessed 28th July 2014 [N.B. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

² If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Highlands College, Jersey
Accrediting Body:	N/A
Language of Study:	English ³
Mode of Study:	Full-time / Part-time
Final Award:	BA (Hons) Financial Services
Intermediate Award:	Ordinary degree
Programme Title:	BA (Hons) Financial Services (top up)
UCAS Code:	N/A
JACS Code:	N340
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) QAA Subject Benchmark Finance. QAA Subject Benchmark General Business and Management
Date of Programme Approval:	May 2015

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

In Jersey the Financial Service sector employs some 12,500 individuals out the total of 50,000 people employed in the private sector on the island. It is projected that the sector will need to recruit approximately 250 new graduates each year in the next decade to remain competitive.

This BA (Hons) Financial Services was developed in response to a request from students who were undertaking the FdA Financial Services and from their placement organisations. Both stakeholders recognised the advantages of this one-year top up programme being delivered in Jersey. The students and organisations can maintain their relationship by part-time work, students can benefit from the knowledge and resources organisations can provide and they can be recruited by organisations as they are completing their studies. This has proved to be an extremely successful programme with 100% of graduates finding employment. To ensure that the programme remains up to date it is reviewed regularly in partnership with Plymouth University and financial service organisations to ensure the knowledge and skill sets taught are what the industry is seeking.

³ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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

NA

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

The programme will deliver:

A1: Critical appreciation of the nature of the contexts in which finance can be seen as operating, knowledge of the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems while also providing detailed knowledge and critical understanding of current and developing theories in relationship to leadership, management, strategic action and organisational change.

A2: Skills for the critical evaluation of arguments and evidence, the ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems and the ability to extract and analyse data from multiple sources.

A3: The opportunity to enhance effective communication skills using a range of media, engage in personal management and motivation and strengthen their interpersonal skills.

A4: Capacity for independent and self-managed learning while being able to work as part of a team.

A5: Communication skills and IT skills, including the ability to present quantitative and qualitative information together with analysis, argument and commentary in a form appropriate to different intended audiences.

PS6. Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate a systematic, detailed and critical knowledge of the financial services sector, the environment it operates in including current issues impacting on the sector such as leadership, management, ethics and innovation with at least some of the knowledge being at the forefront of academic and industry debate.

ILO2: Critically evaluate qualitative and quantitative information using established techniques from within the discipline, draw reasoned conclusions and to sustain arguments.

ILO3: Communicate effectively and engage with a range of team-focused actions such as team building, influencing and project management.

ILO4: Reflect and evaluate their own experience enabling them to investigate and analyse industries, business organisations and career opportunities underpinning their ability to engage fully in personal development and career planning.

ILO5: Employ professional and practical skills relevant to a range of finance and related businesses services, such as research skills, IT skills, literacy skills and numeracy skills in academic study and in employment.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

The BA (Hons) Financial Services aims to equip graduates with the skills to succeed at the highest level in the financial services industry. Developed in partnership with Plymouth University and the Financial Services community in Jersey specifically to allow students to remain in Jersey to complete their Level 6 studies, the programme offers students the opportunity to experience a breadth of career-focused learning designed to assist them into a fulfilling career in financial services.

The close link programme tutors have with the local economy also allows the introduction of industry expertise into modules through guest lectures, attendance at CPD seminars, networking and personal contacts which are not accessible in larger settings. The close pastoral support – as well as academic and career guidance – means that graduate recruitment from the programme is unrivalled.

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 = 4

Target student numbers per stage = 6

Maximum student numbers per stage = 15

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:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	Minimum of 5 GCSE's at Grade C which must include Maths and English.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate / Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers:	Successful completion of the FdA Financial Services or similar Level 5 qualification.
Work Experience:	
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit.
APEL / APCL⁴ possibilities:	APL will be considered as per Plymouth University Regulations
Interview / Portfolio requirements:	Interview and pre-interview task will be required.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

⁴ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

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): The list below indicates the modules allocated to the External Examiner for Financial Services. The other modules are the external examiner for Business & Management.

Financial Services

HIGH3029 Honours Project

HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk

HIGH3031 Applied Wealth Management

HIGH3022 Work-Based Action Research

Additional stakeholders specific to this programme:

Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation Questionnaires, individual academic tutorials, through the class representatives and through tutors' informal discussion with students.

Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings or contacts through meetings, e-mail and social media.

Organisations are also engaged through a number of different processes. These include focus groups, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussions are held with a network of senior managers in a range of financial services organisations. Contacts are also made with Jersey Finance, Skills Jersey, and Jersey Financial Services Commission.

PS12. Programme Structure⁵

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

FHEQ level: 6 For: BA (Hons) Financial Services Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	Option	40	HIGH3029 Honours Project
		Option	40	HIGH3032 Work based Action Research
		Core	20	HIGH3030 Business Ethics and Corporate Governance
		Core	20	HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk
		Core	20	HIGH3031 Applied Wealth Management
		Core	20	HIGH3027 Leading People & Managing Change

FHEQ level: 6 For: BA (Hons) Financial Services Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module

⁵ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

1	All Year	All are Core Modules	20 20 20	HIGH3030 Business Ethics and Corporate Governance HIGH3031 Applied Wealth Management HIGH3027 Leading People & Managing Change
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FHEQ level: 6 For: BA (Hons) Financial Services Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	Option Option Core	40 40 20	HIGH3029 Honours Project HIGH3032 Work-based action research HIGH3003 Financial Sector: Competitive Advantage & Strategic Risk

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁶

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	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended	Range of Assessments	Related Core

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

Programme			Learning Outcomes		Modules
<p>Knowledge / Understanding: A systematic and detailed knowledge and understanding of financial services and financial services organisations, their regulation, external environment, leadership, management, strategies and ethics and the interrelatedness of these different areas. At least some of the detailed knowledge is at, or informed by, theory at the forefront of subjects studied. An appreciation of the uncertainty, ambiguity and limits of knowledge (FHEQ) (GBM 3.2, 3.7) (F3.2)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: A basic appreciation of the context and institutional framework in which finance operates and how wealth management relates to this. Understanding of the financial needs of business entities, a basic appreciation of how theory and evidence may be used to guide practice, and a basic understanding of the workings of capital markets, the relationship between risk and return, and the nature and use of financial derivatives. Basic knowledge of the main theories</p>	<p>Primary: Lectures and tutorials Directed independent study Seminars Guest speakers Problem-based learning Case studies Secondary/Supplementary: None</p>	<p>A1, A2, A3, A4, A5.</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Reports Seminar work Presentations</p>	<p>HIGH3030 HIGH3003 HIGH3031 HIGH3027</p>

<p>used in finance and a basic ability to apply them in simple structured situations from given data generated for the purpose.</p> <p>Knowledge and understanding of, leadership, the development of strategy and ethical principles within organisations.</p>					
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: While subjects are introduced through formal lectures, problem-based learning, case studies and student-led learning underpin the development of their Level 6 knowledge base.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Capacity for the critical evaluation of arguments and evidence.</p> <p>An ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student</p> <p>Ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources (F4.1)</p> <p>Comment on particular aspects of current research.</p> <p>Critically evaluate arguments, assumptions and data to make</p>					

judgements and identify a range of solutions (FHEQ)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Critical evaluation and interpretation of information and evidence Interpret straightforward financial data. Problem-solve and have skills in critical thinking, analysis and synthesis.	Primary: Honours project or Consultancy project Class exercises Seminar discussions Guest speakers Independent learning Feedback via coursework assessment process. Secondary/Supplementary: Practice analysis Simulation exercises	A1, A2, A3, A5.	ILO1, ILO2, ILO3, ILO4, ILO5	Examinations In class tests Coursework Case studies	HIGH3030 HIGH3003 HIGH3031 HIGH3027
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive skills are developed through discussion and debate of knowledge gained through independent research brought to seminars, presentation, debates and guest speaker led discussions.					
Key Transferable Skills: To take initiative and personal responsibility. The ability to make decisions in complex and unpredictable contexts. To have the learning ability needed to undertake appropriate further training of a professional or equivalent nature.(FHEQ) Effective communication, oral and in					

<p>writing, using a range of media which are widely used in business such as the preparation and presentation of business reports.</p> <p>Numeracy and quantitative skills including data analysis, interpretation and extrapolation. (GBM3.9)</p> <p>Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.</p> <p>Effective performance, within a team environment, including leadership, team building, influencing and project management skills.</p> <p>Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.(GBM3.9)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>The ability to communicate effectively using a range of media, the ability to write business reports and communicate with colleagues.</p> <p>Demonstrate the ability to self- manage and motivate while also being an</p>	<p>Primary: Individual learning Work based learning Library and business research exercises Projects Group work Seminars Feedback Presentations</p>	<p>A2, A3, A4, A5.</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Examinations Business reports Group presentations</p>	<p>HIGH3030 HIGH3027</p>

effective team member.	Secondary/Supplementary: None				
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Given that this is a Level 6 programme following a foundation degree, students will be expected to demonstrate transferable skills to a high standard with many of these skills being demonstrated through seminar discussions, group work, meeting of deadlines and engagement with individual research projects.</p> <p>Feedback will be used to enable students to reflect on their progress and skill set.</p>					
<p>Employment Related Skills:</p> <p>Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports.</p> <p>Numeracy and quantitative skills including data analysis, interpretation and extrapolation.</p> <p>Interpersonal skills of effective listening, negotiating, persuasion and presentation.</p> <p>Ability to conduct research into business and management issues, either individually or as part of a team for projects / presentations. (GBM3.9)</p> <p>Self-motivation</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Use IT effectively and competently</p>	<p>Primary: Presentations Workshops Assessment</p>	<p>A2, A3, A4, A5.</p>	<p>ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Examinations Business reports Presentations</p>	<p>HIGH3030 HIGH3027</p>

including the use of tools to manipulate and work with data. Working effectively as part of a team. Present information through a range of methods. Communicate effectively orally and in writing.	Research Independent learning Secondary/Supplementary: None				
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment-related skill set are embedded within the taught module elements of the course with some such as Applied Wealth Management relating to a specific skills set within the sector. More generic employment-related skills such as interpersonal skills are embedded through the whole programme.					
Practical Skills: Apply methods and techniques.(FHEQ) Effective communication, oral and in writing, using a range of media. Numeracy and quantitative skills including data analysis, interpretation and extrapolation. (GBM3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use IT effectively and competently including the use of tools to manipulate and work with data. Working effectively as part of a team. Present information through a range of methods.	Primary: Lectures and tutorials Directed independent study Learning from work experience Secondary/Supplementary: Case studies Problem-solving exercises	A2, A3, A4, A5.	ILO2, ILO3, ILO4, ILO5	Written reports, Course work, Presentations	HIGH3030 HIGH3027
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Students will achieve this skill set throughout the course assessment process.					

PS14. Work-based/Related Learning⁷

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	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
The Work Related Activity is related to several modules where academic theory is related to work practices and case studies within the financial services sector. Additionally students may undertake either and Honours Project or consultancy type project related to the Financial services sector, Applied wealth management is also directly related to employment in	Modules delivered Guest speakers from industry and part-time tutoring staff Assessments undertaken CPD events attended	A4.	ILO3, ILO4, ILO5	Research projects Coursework Examinations Reports Seminar work Presentations	HIGH3030 HIGH3027

⁷ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

<p>the financial services sector. Guest speakers from industry and part-time tutoring staff add to work related learning, as does attendance at CPD seminars.</p>					
<p>An explanation of this map: As an industry-focused degree following on from a foundation degree with extensive WBL much of the teaching is related to putting theory into practice focused on the local context and comparing to the UK and international contexts. More research is carried by students with facilitation of knowledge replacing structured teaching to ensure students have an appropriate graduate skill set to take into employment.</p>					

3. Module Records

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

MODULE CODE:	HIGH3032	MODULE TITLE:	Work-based Action Research
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CREDITS: 40	FHEQ Level: 6	JACS CODE: X210
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module enables students to extend their skills and knowledge of business and apply theory in practice by undertaking a business project of importance for an organisation. They will demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
		COURSEWORK		Practical	
		C1 (Coursework)	85%	P1	15%

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

- MODULE AIMS:**
- Investigate a significant business issue for an organisation
 - Demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification
 - To apply knowledge and experience gained during the programme in a real world context
 - To understand the impact of stakeholders and real world issues and uncertainties on objective setting, data collection, analysis, conclusions and recommendations, and the importance of effective communications

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Agree a project brief and to develop an appropriate project proposal and plan.
 2. Carry out research and undertake the project.
 3. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis.
 4. Communicate the findings to a range of audiences.
 5. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
 6. Collect and analyse data in an appropriate and effective manner, understanding its

- relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Auberon Ashbrooke	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

The module will be introduced through workshops which will cover:

- Roles, relationships, ethics and responsibilities of the student when undertaking the project
- Analysing and agreeing the brief and developing proposals and plans
- Communication with sponsors, interviewees and the module tutor
- Coping with uncertainty and using scenarios
- Undertaking analysis and developing conclusions and recommendations
- Reporting and presentations
- Adding value
- Intellectual property and confidentiality

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	364	Primary and secondary research; meeting mentors and workplace contacts; interviews; analysis of research
Total	400	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Consultancy Project	Total = 100%	
Practical	P1	Presentation to employers'	Total = 100%	Presentation and Evaluation

	representatives		
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Updated by: Innes MacLagan	Date: 09/09/2015	Approved by: Ben Bennett	Date: 09/09/2015
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Recommended Texts and Sources:
 Bell, J. (2010), *Doing your research project*, 5th edn, Buckingham: Open University Press.
 Davis, M. B & Hughes, N. (2014), 2nd Edition, *Doing a successful research project: using qualitative or quantitative methods*, London: Palgrave.

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

MODULE CODE:	HIGH3027	MODULE TITLE:	Leading People & Managing Change
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CREDITS: 20	FHEQ Level: 6	JACS CODE: N214
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 The module explores the characteristics of leadership in organisations, analysing the factors that lead to an innovative, engaged, and productive workforce. It examines the role of leadership in developing high performance individuals, teams and organisations. It also examines how successful leaders bring about organisational change.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]			
WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	50%	C1 (Coursework)	50%

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

- MODULE AIMS:**
- Develop a detailed and critical knowledge of the theories, principles, values and approaches to people leadership and change management
 - Develop a critical understanding of how leaders enable staff to engage in their vision of the future and then support staff as they work to achieve that vision
 - Develop a detailed understanding of the role of leaders in creating high performance organisations
 - Enable students to evaluate and synthesise approaches to leadership to meet current needs and achieve future objectives

- ASSESSED LEARNING OUTCOMES:** (*additional guidance below*)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate critical understanding of approaches to leadership, management and enterprise
 2. Analyse and evaluate the impact of the business environment and organisational culture on the leadership and change management strategies
 3. Critically appraise the effectiveness of approaches to leadership and change management

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Pat Riley	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

- Factors that promote/inhibit organisational success through people
- Leadership behaviours, traits, skills, styles and roles
- Characteristics and drivers of high performance individuals, teams and organisations
- Strategies to promote engagement, creativity, risk taking and performance
- Evaluating the effectiveness of leadership
- Implementing change: people and teams, planning, implementing, sustaining, consolidating, monitoring and evaluating change management
- Implementing cultural change
- Managing knowledge
- Managing talent
- Managing creativity

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading and research; primary research in business organisations; write up
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final Written Examination	Total = 100%	All ALO's
Coursework	C1	Case study assessment	Total = 100%	Case study exercise – consultant's report

Updated by: Patricia Riley	Date: 02/05/2015	Approved by: Ben Bennett	Date: 02/05/2015
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Recommended Texts and Sources:

Burke, W. 2008 *Organization change: theory and practice*. 4th ed. Sage Publications Ltd
 Burnes, B. 2014 *Managing change* 6th ed: Pearson Education Limited
 Dawson, M. and Andriopoulos, C. 2014 *Managing Change, Creativity and Innovation*.
 Holbeche, L. 2007 *The High Performance Organisation. Creating Dynamic Stability and Sustainable Success*. Butterworth - Heinemann
 Hughes, M. 2010 *Managing change: a critical perspective*. Chartered Institute of Personnel and Development
 Kotter, J.P. 2012 *Leading Change* Harvard Business Review Press
 Northouse, P. G. 2015 *Leadership* 7th ed. SAGE publications
 Price, D. (ed.) 2009 *The principles and practice of change*. Palgrave MacMillan
 Schein, E.G. 2010 4th ed. *Organizational culture and leadership* Jossey-Bass

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

MODULE CODE:	HIGH3028	MODULE TITLE:	Business & Management Honours Project
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CREDITS: 40	FHEQ Level: 6	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Honours Project enables students (1) to research a complex issue relating to the economy of Jersey and (2) to demonstrate understanding and skills to appropriately use analytical and decision making tools. This module will demonstrate the student's ability to apply their skills to a major piece of independent academic work.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

		COURSEWORK	
		C1 (Coursework)	100%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To provide students with the opportunity to undertake a rigorous study on a theme which they have identified and which is of importance to the economy of Jersey. Drawing on advice from a member of academic staff the honours project aims to enable students to undertake the entire process of scholarly research including problem formulation, design and execution of the investigation, analysis and reporting.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Undertake a rigorous investigation into a business topic.
2. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
3. Identify a clear project scope statement and project plan.

4. Justify the approach being taken.
5. Identify and use appropriate methods to research a complex issue.
6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.
8. Recognise and evaluate the impact of those conclusions and recommendations.

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/2016	NATIONAL COST CENTRE: 133
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MODULE LEADER: Ben Bennett	OTHER MODULE STAFF: Auberon Ashbrooke
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SUMMARY of MODULE CONTENT

At the start of this module participants will attend a series of workshops on research methods and project management. These will provide advice and guidance on all aspects of the Honours project including specification of the format of the final report. Each student is assigned a supervisor, who along with a second marker will assess the student's work. The supervisor will discuss the project as it progresses and offer advice in regular meetings.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Group seminar	6	
Individual supervision meetings	30	
Guided Independent Study	364	Research and writing
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C	Proposal	10%	ALOs 3, 4 & 5
		Literature review	15%	
		Final written report	75%	ALOs 1, 2, 6, 7 & 8
		Presentation		
		Total = 100%		

Updated by:	Date:	Approved by:	Date:
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Innes MacLagan	02/05/2015	Ben Bennett	02/05/2015
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Recommended Texts and Sources:

Bell, J. (2010), *Doing your research project*, 5th edn, Buckingham: Open University Press.

Davis, M. B. (2014), *Doing a successful research project: using qualitative or quantitative methods*, 2nd Edition, London: Palgrave.

Levin, P. (2011), *Excellent dissertations! Student-Friendly Guides series*, London: Open University Press.

McMillan, K. & Weyers, J. (2011), *How to write dissertations & project reports*, Harlow : Pearson Prentice Hall

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

MODULE CODE:	HIGH3031	MODULE TITLE:	Applied Wealth Management
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CREDITS: 20	FHEQ Level: 6	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module aims to develop the knowledge, skills and dispositions necessary for a career in wealth management.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	50%	C1 (Coursework)	50%

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

- Develop a broad understanding of the principles of private client investment within the context of the current regulatory environment
- Develop a critical understanding of the implications of regulations in their application to investment advice
- Evaluate clients' needs and appropriate products and strategies to meet clients' needs
- Demonstrate the ability to communicate conclusions to a client in an appropriate manner
- Develop the skills to maintain the currency of their competence and knowledge

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Assess the impact of taxation on income and wealth
2. Evaluate the relevance of market factors impacting on client wealth and objectives
3. Evaluate trusts and other relevant structures in the protection and preservation of wealth
4. Critically assess investment requirements of clients from the relevant information available, making recommendation for strategies
5. Evaluate investment and portfolio performance

DATE OF APPROVAL:	09.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Ben Bennett	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- The Legal and Regulatory Framework
- Mis-selling: past failings of the industry
- Client discovery and fact-finding
- Income tax, CGT, IHT, Offshore tax environments
- UK and overseas financial markets
- Trust, foundations, protected Cell Companies
- Investment products
- Principles of financial advice – assembling products, wrappers and strategies
- Portfolio performance measurement

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	18 x 2 hour lectures
Practical workshop	2	With visiting speaker – CRM/Wealth Manager
Tutorials	4	Individual advice and mentoring
Guided Independent Learning	158	Moodle access to worked activities; case study research and discussion in Learning Set; preparation for presentation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Examination	100% Total = 100%	ALOs 1, 2 3 & 5
Coursework	C1	Client Briefing Paper	100% Total = 100%	•ALO 4

Updated by: Ben Bennett	Date: 09/09/2015	Approved by: Stuart Taylor	Date: 09/09/2015
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Recommended Texts and Sources:

Arnold, G. *The Financial Times Guide to Investing* (FT Prentice Hall, 2014), 3rd Edition
 Arnold, G *Triumph of the Optimists: 101 Years of Global Investment Returns*
 Dimson, E, Marsh, P & Staunton, M; (Princeton University Press, 2002) *Bond Markets, Analysis and Strategies*
 Fabozzi, F J; (Pearson Education, 7th ed, 2009) *Implementing Financial Regulation: Theory and Practice*
 Hudson, A. (2014) *Equity and Trusts*, Routledge
 Harrison, D. (2013) *Personal Financial Planning: Theory and Practice*, FT Prentice Hall, Harlow.
 Holmes, G.and Sugden, A. (FT Prentice-Hall 2008) *Interpreting Company Reports*

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

MODULE CODE:	HIGH3030	MODULE TITLE:	Business Ethics & Corporate Governance
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CREDITS: 20	FHEQ Level: 6	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module invites students to consider the ethical dimension of individual and corporate decision-making. It will take into account emerging themes in the ethical arena and encourage students to consider the basis of conflicting stakeholder values. Students will be required to understand how moral values influence governance and how governance actually takes place in private, public, and third sectors.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	50%	C1 (Coursework)	50%

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

MODULE AIMS:

- Develop an understanding of the principal theories of philosophical ethics
- Develop an ability to critically apply moral reasoning to ethical issues faced by business organisations and individuals within them
- Develop a critical understanding of the nature, behavior and outcomes associated with systems of governance in the public, private and voluntary sectors.
- Understand the mechanisms of governance within organisations as well as the key roles and relationships through which corporate governance is realised.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Identify and critically discuss the pertinent ethical questions facing business organisations and to understand the basis for conflicting sets of stakeholder values
2. Evidence a critical understanding of the role of the individual in ethical practice in the business context
3. Evaluate the shared and competing social, economic, and political principles and values upon which corporate governance is based
4. Critically appraise the effectiveness of governance in the real world, balancing ethical considerations within the wider socio-economic context
5. Propose governance solutions to ethical problems which are appropriate to the organizational context.

DATE OF APPROVAL:	05.2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Ben Bennett	OTHER MODULE STAFF: Bob McGinnigle
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SUMMARY of MODULE CONTENT

- Ownership, control and accountability; Agency theory
- Executive remuneration: incentives and risk
- The social, economic, political and legal systems which govern organisations
- Societal factors shaping ethical stances: stakeholder theory and enlightened stakeholder theory
- Distributional justice
- Environmental sustainability
- Regulatory and best practice approaches to corporate governance
- High profile failures of governance
- Governance in the third sector - Nolan Principles
- The UK Corporate Governance Code and the relation to financial reporting

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	18 x 2 hour lectures
Tutorial	12	Individual advice and mentoring
Guided Independent Learning	152	Moodle access to worked activities; case study research and discussion in Learning Sets; a review of a current corporate governance/ethics issue; preparation for presentation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Final written examination	100% Total = 100%	A case study based examination with a choice of questions LOs 2; 4 &5
Coursework	C1	Case study assessment – consultants report	Total = 100%	ALOs 1, 2 3 & 5

Updated by: Ben Bennett	Date: 09/09/2015	Approved by: Stuart Taylor	Date: 09/09/2015
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Recommended Texts and Sources:

- Fisher, C & Lovell, A. (2013). *Business Ethics and Values*, FT Prentice Hall (4th Ed)
- Coyle, B. (2010) *Corporate Governance*, ICSA Information and Training. NB: This text is expensive; an older edition 2nd hand from Amazon will suffice.
- Rand, A. & Branden, N (1964) *The Virtue of Selfishness*, Signet, New York
- Tricker, R.I. (2015), *Corporate Governance: Principles, Policies and Practice*, OUP, Oxford. (3rd Edition)

MODULE CODE:	HIGH3003	MODULE TITLE:	Financial Sector: Competitive Advantage & Strategic Risk
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CREDITS: 20	FHEQ Level: 6	JACS CODE: N340
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)

The module explores the strategies of the major players in the Financial Services sector. It analyses the strategic options and the environmental forces that create opportunities and threats. In particular the module examines the risks involved (to the organisation and its stakeholders) and the compliance with regulations designed to minimise those risks.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK	
E1 (Examination)	50%	C1 (Coursework)	50%

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

MODULE AIMS:

To develop a detailed knowledge and critical understanding of:

- The strategies employed in the Financial Services sector, their impact on the organisation

and its markets and the key issues involved in implementation.

- The forces in the business environment and their impact on organisational performance.
- The methods of strategic analysis.
- The risks associated with alternative strategies and the ways to analyse, assess and manage those risks.
- The impact of regulations on strategies and the implications for governance, strategic management, reporting and compliance.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Critically employ tools used in the identification and analysis of strategic opportunities, threats, options and risks.
2. Develop effective strategies and implementation plans appropriate to the business environment.
3. Critically appraise contemporary literature in the subject area.

DATE OF APPROVAL:	04/2010	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2012	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 133
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MODULE LEADER: Bob McGinnigle	OTHER MODULE STAFF: Ben Bennett
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SUMMARY of MODULE CONTENT

- Theories, concepts and approaches to strategy in the financial services sector
- Analysis of the business environment
- Strategic vision, objectives, options and analysis
- International opportunities, FDI and collaborative ventures, Licensing and franchising, Global sourcing
- Nature of strategic risk in the sector
- Regulations that impact on strategic options
- Governance and management of risk
- Monitoring strategic performance
- Analysis of major players in the financial services sector

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading; primary research in business organisations; write up
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Examination	Total = 100%	ALOs 1 & 2
Coursework	C1	Essay	Total = 100%	ALOs 1, 2 & 3

Updated by: Bob McGinnigle	Date: 07/04/2015	Approved by: Ben Bennett	Date: 07/04/2015
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<p>Recommended Texts and Sources: G Johnson , K Scholes , R Whittington (2010) <i>Exploring Strategy</i> 9th Edition FT Prentice Hall Hull, J. C. (2014). <i>Risk management and financial institutions</i>, 4th Edition, Pearson Education Addison, J.A. (2005) <i>Financial Services Leadership Strategies: Industry Leaders on Service Culture and the Impact of Technology</i> Aspatore Books Shapiro, A. C. (2009) <i>Multinational financial management</i>, John Wiley & Sons, 9th edition Jorion, J. and GARP (2011). <i>Financial risk manager handbook</i>, Wiley Finance 6th edition</p>



**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for**

FdSC Information Technology for Business

2015 – 16

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to FdSc Information Technology for Business.

Welcome to the Foundation Degree (FdSc) in Information Technology for Business approved by Plymouth University. The college is delighted that you have chosen to study with us.

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 the College / University Student handbook available at <http://www.highlands.ac.uk/moodle> which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	Highlands College
Accrediting Body:	-
Final Award:	FdSc
Intermediate Awards:	Certificate of Higher Education (CertHE)
Programme Title:	Foundation Degree in Information Technology for Business
UCAS Code:	-
JACS Code:	-
Benchmarks:	Foundation Degree Qualification Benchmarks and informed by relevant sections of the QAA Computing benchmarks

Date of Approval: March 2009

Admissions Criteria:

Qualification(s) Required for Entry to the FdA	Comments
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Candidates must have at Level 2:

At Level 2	
Key Skills requirement/Higher Level Diploma	Normally level 2 skills achievements including literacy and numeracy
and/or	
GCSEs required at Grade C and above	5, including English and Maths

Plus at least one of the following Level 3 qualifications:

A Levels required:	160 UCAS points (from 2 A Levels)
BTEC National Certificate/Extended Diploma	A minimum of 160 UCAS points normally in related subject e.g. Information Technology for Business
Access to HE or Year 0 provision	<i>Access to HE certificate</i>
International Baccalaureate	A minimum of 26 points
Work Experience	By interview
Other non-standard awards or experiences	By interview
APEL/APCL possibilities home.plymouth.ac.uk/regulations	By interview (6 months before the programme is due to commence)
Interview/portfolio requirements	Normally all applicants will be interviewed and will need to complete interview task
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required	All applicants will need to complete and obtain a clear CRB check prior to commencing on the work placement. The

	cost of the CRB check is payable by the student.
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Aims of the Programme:

The programme is intended to:

1. Provide an informative and challenging programme of study which develops a sound knowledge of computing and business, enabling students to develop IT solutions to business problems and to recognise how IT can support and enhance business operations
2. Prepare students for a business career in information technology, enabling them to use a range of computing, analytical and problem solving tools, to be effective and efficient members of their work teams
3. Enhance lifelong learning skills and personal development to enable students to fully contribute to society at large

Programme Intended Learning Outcomes (LO):

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

Certificate (Level 4):

1. Demonstrate knowledge and understanding of a range of: computer languages and the essential features of structured programming; computer architecture, operating systems and networks. They will also be able to demonstrate knowledge and understanding of business systems, accounting and financial reporting, and decision making
2. Present and evaluate quantitative and qualitative data, to develop and communicate lines of argument and make sound judgements in accordance with the basic theories and concepts of computing and business and recognising the impact of real world complexity
3. Apply and evaluate a range of approaches to manipulating and representing information, and translating business problems into structured IT solutions
4. Work as an effective member of staff, exercising personal responsibility, and undertaking additional education and training as part of their career development plan.

Foundation Degree (Level 5):

1. Demonstrate knowledge and critical understanding of requirements analysis, systems design and implementation, databases, human computer interactions, and project management, IT operations, customer and supplier management
2. Apply underlying concepts and principles outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences analyses, interpretations and actions
3. Use a range of established approaches to initiate and undertake critical analysis of information and business/client needs, to propose and develop solutions to problems arising from that analysis, and critically evaluate the strengths and weaknesses of approaches, arguments and solutions
4. Work as an effective member of team, effectively communicating information,

arguments and analysis in a variety of forms to specialist and non-specialist audiences, and applying the concepts and principles of business and computing in a work context and in a changing environment

Brief Description of the Programme

The programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by IT professionals in Jersey. This means that it has a strong emphasis on the analysis of business needs and the design, implementation and operations of IT systems. It also reflects the fact that much IT work is outsourced in Jersey in three ways:

- By the Finance Industry to IT companies in Jersey and around the world
- To IT companies in Jersey from other parts of the world
- By IT companies to other IT companies (mainly for software development)

The programme therefore covers areas such as application selection, deployment and support, international supply chain management and customer / supplier relationship management.

Programme Structure and Pathways

College: Highlands College

Year: 2015

Course Code: 4006

Full/Part Time: Full time and Part time

Programme structure

Two year full time

Stage One

Module Code	Module Title	Level	Credits	Term
HIGH1025	Professional Practice	4	20	1, 2, 3
HIGH1058	Fundamentals of Networks	4	20	1, 2, 3
HIGH1059	Software Development	4	20	1, 2, 3
HIGH1055	Business Information Systems	4	20	1, 2, 3
HIGH1061	Business Relationship Management	4	20	1, 2, 3
HIGH1035	IT Systems, Services, Software and Support	4	20	1, 2, 3
	Total for Year 1		120	

Stage Two

Module Code	Module Title	Level	Credits	Term
HIGH2044	Network Management	5	20	1, 2, 3
HIGH2003	Systems Analysis and Design	5	20	1, 2, 3
HIGH2046	Network Applications Deployment	5	20	1, 2, 3
HIGH2048	Web Applications 1	5	20	1, 2, 3
HIGH2034	IT Project Management	5	20	1, 2, 3
	Optional Modules (choose 1):			
HIGH2050	Web Applications 2	5	20	1, 2, 3
HIGH2049	Wide Area Networks and Security	5	20	1, 2, 3
	Total for Year 1		120	

Part Time Programme (4 Years)

Stage One (Yr 1, part time)

Module Code	Module Title	Level	Credits	Term
HIGH1025	Professional Practice	4	20	1, 2, 3
HIGH1058	Fundamentals of Networks	4	20	1, 2, 3
HIGH1035	IT Systems, Services, Software and Support	4	20	1, 2, 3
	Total for Year 1		60	

Stage One (Yr 2, part time)

Module Code	Module Title	Level	Credits	Term
HIGH1059	Software Development	4	20	1, 2, 3
HIGH1055	Business Information Systems	4	20	1, 2, 3
HIGH1061	Business Relationship Management	4	20	1, 2, 3
	Total for Year 1		60	

Stage Two (Yr 3, part time)

Module Code	Module Title	Level	Credits	Term
HIGH2044	Network Management	5	20	1, 2, 3
HIGH2003	Systems Analysis and Design	5	20	1, 2, 3
HIGH2048	Web Applications 1	5	20	1, 2, 3
	Total for Year 1		60	

Stage Two (Yr 4, part time)

Module Code	Module Title	Level	Credits	Term
HIGH2046	Network Applications Deployment	5	20	1, 2, 3
HIGH2034	IT Project Management	5	20	1, 2, 3
Choose 1 optional module				
HIGH2050	Web Applications 2 - optional	5	20	1, 2, 3
HIGH2049	Wide Area Networks and Security - optional	5	20	1, 2, 3
	Total for Year 1		60	

Progression Route(s)

Successful graduates of this programme will be able to progress to Stage 3 of the BSc (Hons) Computing or Computing (Networking Pathway) at the University of Plymouth.

Successful graduates of this programme will also be able to progress to Stage 3 of the BSc (Hons) Information Technology for Business degree at Highlands College.

Any Exceptions to Plymouth University Regulations

None

Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<ul style="list-style-type: none"> • Knowledge of the IT sector, its organisations, regulation, and trading processes and the underlying concepts • Knowledge of computers and information systems, their architecture, components, functions and uses • Knowledge and critical understanding of the essential facts, concepts, principles and theories of computing and information systems • Understanding of the limits of their knowledge and how that influences analyses and interpretations based on that knowledge 	<p>Primary</p> <ul style="list-style-type: none"> • College lectures, workshops and tutorials • Directed independent study • In-house courses and coaching in the workplace • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Individual and group research
<p>NB: Benchmark References</p> <p>Computing and General Business & Management</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Examination • Coursework • Presentations • Project reports

B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
<ul style="list-style-type: none"> • Critically evaluate the strengths and weaknesses of theories, concepts, approaches / strategies, arguments and proposals 	<p>Primary</p> <ul style="list-style-type: none"> • Workshops, class exercises and simulations • Tutorial/seminar discussions

<ul style="list-style-type: none"> • Apply theories, concepts, practices and tools of Information Technology and recognising the impact of real world complexity: <ul style="list-style-type: none"> • To analyse and model complex situations • To develop lines of argument and make sound judgements • To synthesise appropriate strategies <p>And to do so outside the context in which they were first studied.</p>	<ul style="list-style-type: none"> • Feedback via coursework assessment process • Critical reviews of information systems and computing practice in business • Learning from work experience <p style="text-align: center;">Secondary</p> <p>For example:</p> <ul style="list-style-type: none"> • Policy and practice analysis • Developing computer applications for business tasks • Coaching by workplace mentor
<p style="text-align: center;">NB: Benchmark References</p> <p>Computing and General Business & Management</p>	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Project reports • Dissertation • Examinations • Coursework • Group work

C: Key Transferable Skills	Learning and Teaching Strategy/Method
<ul style="list-style-type: none"> • Application of computational thinking to their studies, employment and everyday life • Use a range of established research, computing and numerical techniques to undertake, acquire and critically analyse information • Critically apply a range of approaches to assessment and problem solving that commonly occur in computing and business • Communicate the results of their study and work in a variety of forms to specialist and non-specialist audiences, with structured, accurate and persuasive arguments involving both qualitative and quantitative dimensions • Reflect and Evaluate their own strengths and weaknesses, and identify and undertake further training, that will enable them to assume significant responsibilities within organisations 	<p style="text-align: center;">Primary</p> <p>Class and seminar interactions and feedback Group work awareness and practice Research exercises Learning from work experience</p> <p style="text-align: center;">Secondary</p> <p>Library and other research exercises</p>

NB: Benchmark References	Assessment
Computing and General Business & Management	<ul style="list-style-type: none"> • Coursework of all types • Project reports • Examination preparation and completion • Assessed discussions • Group work assessments

D: Employment skills	Learning and Teaching Strategy/Method
<ul style="list-style-type: none"> • Evaluate, specify, design, operate, maintain and use computer and information technology • Deploy the tools used for the development and documentation of computer applications • Recognise, evaluate and manage the risks that may be involved in the design and use of computers and information systems • Apply a systemic approach to problem solving • Work as an effective member of staff and a team, exercising personal responsibility and decision making 	<ul style="list-style-type: none"> • IT Laboratory work • Group Projects • Lectures and tutorials • Learning from work experience • Coaching by Work Mentor
NB: Benchmark References	Assessment
Computing and General Business & Management	<ul style="list-style-type: none"> • Coursework of all types • Project reports • Examination preparation and completion • Assessed discussions • Group work assessments

E: Practical skills	Learning and Teaching Strategy/Method
<ul style="list-style-type: none"> • The ability to specify, design and construct computer-based systems. • The ability to evaluate systems in terms of general quality attributes and possible trade-offs presented within the given problem. • The ability to recognise any risks or safety aspects that may be involved in the operation of computing equipment within a given context. • The ability to deploy effectively the tools used for the construction and documentation of computer applications, with particular 	<ul style="list-style-type: none"> • IT Laboratory work • Group Projects • Lectures and tutorials • Learning from work experience • Coaching by Work Mentor

<p>emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.</p> <ul style="list-style-type: none"> • The ability to operate computing equipment effectively, taking into account its logical and physical properties. 	
<p style="text-align: center;">NB: Benchmark References</p> <p>Computing</p>	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Coursework of all types • Project reports • Examination preparation and completion • Assessed discussions • Group work assessments

Distinctive Features of the Foundation Degree
<ul style="list-style-type: none"> • Designed to meet the needs of the IT sector, with the active support of the IT sector in Jersey • Significant work-based learning fully supported by the IT sector in Jersey • Based upon the standards and syllabi of professional bodies • Strong emphasis on the exploration of theory in the work context • Rigorous approach to the development and assessment of job knowledge, skills and behaviour through work-based learning • Progression opportunities to honours degree at the University of Plymouth • Prepares graduates for a wide variety of career paths in the IT sector

3. Module Records

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

MODULE CODE: HIGH1055	MODULE TITLE: Business Information Systems
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CREDITS: 20	FHEQ Level: 4	JACS CODE: G500
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Modern businesses use a range of information systems to improve productivity and/or gain competitive advantage. This module looks at IT systems their benefits, how they are managed and the way information is processed, used and secured.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Understand information needs within a business environment
- Understand how the better or different use of information can create benefits for the organisation
- Evaluate existing information systems and processes that are used within a given business environment
- Understand the management processes that must be adopted to ensure effective data input and interpretation
- Understand the need for information security and analyse existing security procedures
- Apply knowledge and understanding generated in the module within the work context

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

1. Demonstrate knowledge and understanding of the uses and business benefits that information systems can bring
2. Evaluate existing information systems in terms of benefits generated and the processes used
3. Analyse existing security procedures relating to information within a business environment and propose improvements
4. Effectively communicate information, arguments and analysis in a variety of forms

DATE OF APPROVAL:	04/2011	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2011	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

NATIONAL COST CENTRE: 119

MODULE LEADER: David Kaye

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- The role of technology in business
- Hardware, networks and communications
- Software in business
- Generating productivity and competitive advantage from information systems
- Business information needs analysis
- Management of data: input, security, interpretation and use
- Network applications
- E business
- Organisational information systems
- Media, publishing and information sharing

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	20 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	60	Includes independent lab work, research and coursework
Work-based learning	80	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C	Case Studies Complete questions from 8 case studies taken from Essentials of MIS, 11th Edition, Laudon & Laudon, Pearson Aggregate mark based on best 7	100% Total = 100%	1. Demonstrate knowledge and understanding of the uses and business benefits that information systems can bring 2. Evaluate existing information systems in terms of benefits generated and the processes used 3. Analyse existing security procedures relating to information within a business environment and propose improvements 4. Effectively communicate information, arguments and analysis in a variety of forms

Practical	P		%	
			Total = 100%	

Updated by: David Kaye	Date: 07/04/2015	Approved by: Ben Bennett	Date: 07/04/2015
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Recommended Texts and Sources: Laudon, J. & Laudon, K. (2013) Essentials of Management Information Systems, 10th Ed. Pearson

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

MODULE CODE:	HIGH1058	MODULE TITLE:	Fundamentals of Networks
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CREDITS: 20	FHEQ Level: 4	JACS CODE: I200
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces students to the core concepts and technologies used for data communication networks. It deals with network media, protocols, standards and techniques that enable the operation of networks within a business environment.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	50%	C1 (Coursework)	%	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Recognise, specify and evaluate network topologies, media, and components
 - Define the purpose and use of network protocols and standards and evaluate their appropriateness
 - Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment
 - Analyse the operation and features of the transport, communication and network layer protocols and services
 - Apply the knowledge and skills developed in this module in the work context

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of network topologies, media, and components
 2. Apply network protocol models
 3. Explain the layers of the OSI layer model
 4. Evaluate network protocols and standards
 5. Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment
 6. Apply the knowledge and skills developed in this module in the work context

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University Centre

			Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Stuart Taylor	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

- Logical and physical network topologies and main features of networking technologies
- Subnetting, IP addressing and the TCP/IP protocols and services suite
- Troubleshooting and network diagnostic techniques
- Recognise the devices and services that are used to support communications across an Internetwork
- Understand the importance of addressing and naming schemes at various layers of data networks
- Understand and analyse the protocols and services provided by the layers in the OSI and TCP/IP models

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lectures
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework.
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E ₁	Written examination	50% Total = 100%	1. Demonstrate knowledge and understanding of network topologies, media, and components 3. Understand and analyse the protocols and services provided by the layers in

				the OSI and TCP/IP models 4. Evaluate network protocols and standard
	T_			
Coursework	C_			
Practical	P1	Practical laboratory Assessments	50% Total = 100%	2. Apply network protocol models 5. Design and implement simple Ethernet networks using specified protocols, standards, media and components for a business environment 6. Apply the knowledge and skills developed in this module in the work context

Updated by: Stuart Taylor	Date: <u>Aug</u> <u>2015</u>	Approved by: Innes Maclagan	Date: <u>Aug</u> <u>2015</u>
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HIGH1059	MODULE TITLE: Software Development
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CREDITS: 20	FHEQ Level: 4	JACS CODE: H610
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Delete and insert – character limit includes spaces

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	40%	P1 (Practical)	60%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Understand and recognise the key aspects of best practice software design, structure and development
 - Use a current programming language to develop software applications
 - Use software design and development tools to create software applications
 - Document and test a software application
 - Evaluate software applications in use within a business environment

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of best practice software design, structure and development
 2. Use current programming language to develop software applications
 3. Apply software design and development tools to create software applications
 4. Document and test a software application
 5. Evaluate software applications in use within a business environment

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Michael Millar	OTHER MODULE STAFF: None
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<ul style="list-style-type: none"> • SUMMARY of MODULE CONTENT Programming languages; object-oriented, UML • Features of a programming language; variables, arrays, loops, conditional statements, case statements, logical operators, input statements and output statements • Data types; text, integer, floating point, Boolean • Software development life cycle • Design tools; structure diagrams, DFDs and ERM; UML • Software structures and language syntax • Accessing and modifying persistent data structures • Documentation • Testing and debugging • Evaluation of fitness for purpose
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lectures
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1		40% Total = 100%	1. Demonstrate knowledge and understanding of best practice software design, structure and development
Practical	P1	Practical laboratory assessments	60% Total = 100%	2. Use current programming language to develop software applications 3. Apply software design and development tools to create software applications 4. Document and test a software application 5. Evaluate software applications in use within a business environment

Updated by:	Date:	Approved by:	Date:
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Michael Millar	24/07/2015	Stuart Philip	24/06/2015
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Recommended Texts and Sources:

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

MODULE CODE: HIGH1025	MODULE TITLE: Professional Practice
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module is designed to enable students to demonstrate that they have all the qualities and transferable skill necessary for relevant employment requiring the exercise of responsibility and decision-making, including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	N/A	C1	100%	P1	N/A

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

Professional body minimum pass mark requirement:

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Demonstrate how relevant theoretical perspectives have informed and enhanced practice.
- Select examples from their practice to illustrate their understanding of the well-established principles of the area(s) of study in the programme.
- Demonstrate an ability to identify, locate, critically evaluate and use information appropriate to the task in hand.
- Demonstrate the ability to work independently and in a team in a manner that meets professional

requirements.

- Demonstrate the acquisition of research related skills in the area(s) of study;
- Demonstrate the ability to communicate in styles appropriate for a variety of professional purposes and audiences.
- Evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP).

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University Centre Jersey, Highlands College

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

MODULE CODE: HIGH1061	MODULE TITLE: Business Relationship Management
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>All businesses have to interact with their customers and a range of external stakeholders (e.g. customers, suppliers, shareholders and partners). This module examines how these relationships are managed and how competitive advantage is achieved.</p>

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	N/A	C1	100%	P1	N/A

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

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • Develop a knowledge and understanding of the role and needs of the key external stakeholders of a business • Develop knowledge and understanding of how businesses manage relationships with stakeholders and obtain benefits. • Analyse how stakeholder needs are being satisfied in a specific work context and how businesses are generating competitive advantage from the relationship
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<p>ASSESSED LEARNING OUTCOMES: (additional guidance below)</p> <p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the key stakeholders, their needs and role for the organisation. • Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders. • Analyse and evaluate good practice business relationship management concepts and techniques within a work context. • Demonstrate relevant relationship-building, negotiation and communication skills • Apply the knowledge generated in the module, to enable the student to work effectively within the work context
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DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2012/13

NATIONAL COST CENTRE:

MODULE LEADER: Tom Quinn

OTHER MODULE STAFF:

Summary of Module Content

- Stakeholder profiles, analysing wants, needs, strengths and weaknesses. (stakeholders include customers, suppliers, contractors, consultants, staff, unions, regulators and the media)
- Relationship strategies (e.g. Kraljic matrix)
- Managing relationships – objectives, relationship-building, negotiation, agreements and performance measurement
- The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk
- Communication in relationship management
- Sector associations, organisational and personal networks
- IT systems to support relationship management
- Ethics, disclosure and information regulations, requirements and policies
- Dispute resolution and compensation processes

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	20 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	W1	40%	Work-based Learning Business Report <ul style="list-style-type: none"> • Demonstrate knowledge of the key stakeholders, their needs and role for the organisation. • Analyse and evaluate good practice business relationship management concepts and techniques within a work context.
		W2	40%	Work-based Learning Business Report <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the concepts and techniques to manage effective relationships with stakeholders. • Analyse and evaluate good practice business relationship management concepts and techniques within a work context.
		W3	20%	Personal Learning Journal <ul style="list-style-type: none"> • Demonstrate relevant relationship-building, negotiation and communication skills • Apply the knowledge generated in the module, to enable the student to work effectively within the work context

Updated by: Stuart Phillip Date: May 2013	Approved by: Innes MacLagan Date: May 2013
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: HIGH1035	MODULE TITLE: IT Systems, Services & Support
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the importance of IT as a strategic organisational resource and the key challenges that are faced when delivering IT systems, services and support within organisations.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	N/A

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

Professional body minimum pass mark requirement:

MODULE AIMS:

- Recognise that IT services are crucial for the delivery of an organisation's business objectives
- Understand the key systems and support techniques for delivering IT services to organisations
- Apply best practice when analysing requirements and delivering services to support IT systems within organisations

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

- Demonstrate knowledge and best practice models for delivering IT services to organisations
- Analyse IT service requirements within organisations
- Apply best practice solutions for the provision of IT services
- Evaluate the most appropriate IT systems, services and support procedures for organisations

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015/16	NATIONAL COST CENTRE:
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MODULE LEADER: Stuart Taylor	OTHER MODULE STAFF:
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Summary of Module Content

- Integrating and aligning IT and business goals
- Implementing continual improvement
- Measuring IT organisation effectiveness and efficiency
- Optimising costs and Total Cost of Ownership (TCO)
- Achieving and demonstrating Return on Investment (ROI)
- Demonstrating the business value of IT
- Developing business and IT partnerships and relationships
- Project Delivery Success
- Outsourcing, insourcing and smart sourcing
- Delivering the required, business justified IT services (Service Level Agreements)
- Managing constant business and IT change
- Demonstrating appropriate IT governance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	45	30 x interactive sessions exploring various focussed study topics

Guided independent learning	100	Includes independent lab work, research and coursework.
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments include links to learning objectives
Written exam	E1	E1	50%	<ul style="list-style-type: none"> • Demonstrate knowledge and best practice models for delivering IT services to organisations
Coursework	C1	W1	50%	Business Report <ul style="list-style-type: none"> • Analyse IT service requirements within organisations • Evaluate the most appropriate IT systems, services and support procedures for organisations • Apply best practice solutions for the provision of IT services

Updated by: Stuart Phillip Date: May 2013	Approved by: Innes Maclagan Date: May 2013
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	HIGH2044	MODULE TITLE:	Network Management
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I120
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces students to the core concepts and techniques for managing network applications. Students will learn how to manage users, computers and resources within a server environment as well as evaluate appropriate security measures and implement disaster recovery operations to maintain an operational business environment.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop the knowledge and skills needed to manage network services within a business environment
- Evaluate the requirements of network applications within a business environment
- Analyse the security requirements of network applications within a business environment and implement appropriate security and disaster recovery procedures for network applications
- Apply the knowledge generated in the module, to enable the student to work effectively within the work context

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

1. Demonstrate the knowledge and skills needed to manage network services within a business environment
2. Evaluate the requirements of network applications within a business environment
3. Analyse the security requirements of network applications within a business environment and develop effective approaches to manage risk
4. Implement appropriate security and disaster recovery procedures for network applications within a business environment

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University College Jersey, Highlands College
DATE(S) OF APPROVED	08/2015	TERM/SEMESTER:	All Year

CHANGE:	
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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

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

ACADEMIC YEAR: 1015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Stuart Taylor	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT</p> <ul style="list-style-type: none"> • Installation, configuration and testing of network applications and their services • Monitoring and optimisation of performance • Management of users, computers and resources • Network application security and risk management • Disaster recovery • Fault Tolerance • Backup and restore procedures for data and services

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Work-based Learning report	50% Total = 100%	2. Evaluate the requirements of network applications within a business environment 3. Analyse the security requirements of network applications within a business environment and develop effective

				approaches to manage risk
Practical	P_	Practical Labs	50%% Total = 100%	1. Demonstrate the knowledge and skills needed to manage network services within a business environment 4. Implement appropriate security and disaster recovery procedures for network applications within a business environment

Updated by: Stuart Taylor	Date: 24/06/2015	Approved by: Stuart Philip	Date: 24/06/2015
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Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH2046	MODULE TITLE: Network Application Deployment
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I120
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PRE-REQUISITES: None	CO-REQUISITES: None'	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 In this module students will learn how to select appropriate network applications and deploy them to meet specific businesses. The module covers the concepts, tools and approaches needed to implement complex network applications

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop the knowledge and skills relating to the deployment of network applications within a business environment
 - Evaluate the characteristics of network applications for use within a business
 - Identify business needs and develop appropriate network application strategies and specifications to meet those needs
 - Deploy a network application to meet a given business need
 - Test and monitor the deployment of a network application
 - Document the deployment of a network application

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate the knowledge and skills relating to the deployment of network applications within a business environment
 2. Critically evaluate the requirements of network applications within a business environment
 3. Analyse business information needs and develop appropriate strategies and specifications to meet those needs
 4. Deploy complex network applications to meet a given business need

5. Test the deployment of a network application and monitor its on-going efficiency and effectiveness
6. Use appropriate approaches for the documentation of the network application deployment process

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	10/2013	SCHOOL/PARTNER:	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Stuart Taylor	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

- Business Intelligence Systems, business communication systems
- Document and workflow management
- Information Services
- Middleware
- Accessing persistent data structures
- Quality Management and knowledge management systems, CRM
- Cloud computing, virtualisation and green computing
- User approval process and training needs
- Project risk in network application deployment

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	30	20 x interactive sessions exploring various focussed study topics
Practical classes and workshops	15	10 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
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Written exam	E_		% Total = 100%
	T_		% Total = 100%
Coursework	C_		% Total = 100%
Practical	P_		% Total = 100%

Updated by: Stuart Taylor	Date: 24/06/2015	Approved by: Stuart Philip	Date: 24/06/2015
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Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH2047	MODULE TITLE: Data-driven Applications
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I260
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module covers the core concepts and techniques relating to the development of data-driven software applications. Students gain a detailed understanding of both relational database concepts and the use of current programming techniques to manage data from a variety of sources to provide effective user-friendly data applications

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	25%	C1 (Coursework)	%	P1 (Practical)	75 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Understand and recognise the effective, user-friendly data-driven software applications
- Use current methodologies to design data-driven software applications
- Use software design and development tools to create a data-driven application for use in a business environment
- Document and test a data-driven software application for use in a business environment
- Evaluate data-driven software applications in use within a business environment

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications
2. Apply current methodologies to design data-driven software applications
3. Use software design and development tools to create a data-driven application for use in a

- business environment
4. Document and test a data-driven software application for use in a business environment
 5. Critically evaluate data-driven software applications in use within a business environment

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Chris Talbot	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT</p> <ul style="list-style-type: none"> • Data types and structure • Structured Query Language (SQL), eXtensible Mark-up Language (XML) • Connecting to data sources, Data processing • Entity relationships • Database design; logical design and the relational model, physical design • Selecting and querying data, creating, modifying and deleting data, synchronising data • Specification requirements, standards and practice • User access and interface • Documentation • Testing and debugging

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E ₁	Written examination	25% Total = 100%	1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications 2. Apply current methodologies to design data-driven software applications
	T ₋			
Coursework	C ₋			
Practical	P1		75% Total = 100%	1. Demonstrate the knowledge and critical understanding of the structure of data-driven software applications 2. Apply current methodologies to design data-driven software applications 3. Use software design and development

				<p>tools to create a data-driven application for use in a business environment</p> <p>4. Document and test a data-driven software application for use in a business environment</p> <p>5. Critically evaluate data-driven software applications in use within a business environment</p>
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Updated by: Chris Talbot	Date: 24/06/2015	Approved by: Stuart Philip	Date: 24/06/2015
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Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH2048	MODULE TITLE: Web Applications 1
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I150
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module introduces students to the core concepts, technologies for developing web applications. Students will investigate the development of web technologies, understand their impact upon business environments and apply techniques for developing web applications.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70%	P1 (Practical)	30%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Understand the development of web technologies and their use within a business environments
 - Evaluate the impact of web technologies
 - Use web technologies to produce web applications for use in a business environment
 - Evaluate the impact of emerging web applications upon a business environment

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments
 2. Analyse the use of web applications within a business environment and make recommendations for future development
 3. Apply web technologies to produce web applications

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Paul Spencer	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT
<ul style="list-style-type: none"> • Historical, social and political development of the Internet • Functionality and applications on the Internet • The context in which e-business exists on the Internet • Current trends and development and key organisations relating to web applications • Characteristics and uses of Client-Side Scripting (e.g. XHTML / CSS) • Development and uses of Web 2.0 technologies • Usability, accessibility, standards and validation • Website development process • Ethical and legal issues for web applications • Publishing and maintenance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	20	20 x interactive sessions exploring various focussed study topics
Practical classes and workshops	15	10 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_			
	T_			
Coursework	C1	Essay	70% Total = 100%	1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments 2. Analyse the use of web applications within a business environment and make recommendations for future development
Practical	P1	Solution design	30% Total = 100%	1. Demonstrate knowledge and understanding of the impact and development of web technologies and evaluate the potential influence of emerging web applications upon business environments

				3. Apply web technologies to produce web applications
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Updated by: Paul Spencer	Date: 24/06/2015	Approved by: Stuart Taylor	Date: 24/06/2015
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Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH2049	MODULE TITLE: Wide Area Networks and Security
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I120
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: (max 425 characters)
Delete and insert – character limit includes spaces

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	25%	C1 (Coursework)	%	P1 (Practical)	75 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Develop a critical understanding of the principles, concepts and use WAN technologies
 - Evaluate and specify WAN requirements for a business network
 - Analyse and evaluate the security implications associated with WAN technologies
 - Apply appropriate network security strategies for a WAN within a business environment
 - Apply the knowledge and skills developed in this module in the work context

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and critical understanding of switching, routing and WAN technologies and their use within a business environment
 2. Analyse and specify the switching, routing and WAN requirements for a business network
 3. Demonstrate knowledge and critical understanding of the security implications associated with WAN technologies
 4. Evaluate and apply appropriate network security strategies for a WAN within a business environment

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University Centre Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Rob Elvidge	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT
<ul style="list-style-type: none"> • Voice Over IP / Video Over IP • Firewalls, Proxies, DMZ • CLI commands to perform basic router and switch configurations and verification • Security and authentication protocols • WAN technologies, access technologies and remote access technologies • VPNs, Access Control Lists, Router based DHCP and DNS • PPP connectivity • WAN topologies and WAN optimisation; transport, redundancy, applications • Security, threats polices and procedures, vulnerability and risk • Authentication methods, cryptography, algorithms, signatures, hardware versus software • Device Security, security topologies, security Baselines • Intrusion detection, application hardening

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E ₁	Written Examination	25% Total = 100%	2. Analyse and specify the switching, routing and WAN requirements for a business network 4. Evaluate and apply appropriate network security strategies for a WAN within a business environment
	T ₋			
Coursework	C ₋			
Practical	P1	Practical laboratory assessments	75% Total = 100%	1. Demonstrate knowledge and critical understanding of switching, routing and WAN technologies and their use within a business environment 3. Demonstrate knowledge and critical understanding of the security implications

				associated with WAN technologies
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Updated by: Stuart Taylor	Date: 24/06/2015	Approved by: Stuart Philip	Date: 24/06/2015
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Recommended Texts and Sources:
Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH2003	MODULE TITLE: Systems Analysis and Design
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides students with the a detailed understanding of the systems analysis life cycle, allowing them to use the tools and techniques to perform a comprehensive system investigation to create the detailed design and documentation for an information system.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	25%	C1	75%	P1	N/A

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- Develop a critical understanding of the role, principles and approaches to systems analysis within the development of an information system
 - Develop understanding and skills in the use of methodologies, tools and techniques used within systems analysis and design
 - Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
 - Document and communicate the investigation and design of an information system using an appropriate systems analysis life cycle model and communicate it to expert and non experts
 - Apply the knowledge generated in the module, to enable the student to work effectively within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system
- Apply methodologies, tools and techniques used within systems analysis and design
- Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
- Document the investigation and design of an information system using an appropriate systems analysis life cycle model

DATE OF APPROVAL24/06/2015**FACULTY/OFFICE:** University Centre

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2012/13	NATIONAL COST CENTRE:
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MODULE LEADER: Christopher Talbot	OTHER MODULE STAFF:
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Summary of Module Content

- Evaluate systems analysis life cycle models
- Investigation models, methodologies and systems theory
- Key drivers and constraints for systems analysis and design
- Systems analysis procedures, documentation, standards and protocols
- Design (for development, implementation, use and maintenance) and testing
- Systems within an organisation, requirements, specification and feasibility
- System design: strengths and weaknesses of relevant methodologies and techniques
- People and interface issues; compliance with legal, ethical and quality standards

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	30	20 x 1.5 hour lectures
Seminar	30	20 x interactive sessions exploring various focussed study topics
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Exam	E1	WE1	25%	<ul style="list-style-type: none"> • Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design
Coursework	C1	W1	37.5%	Work-based Learning Business Report <ul style="list-style-type: none"> • Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design • Critically evaluate the strengths and weaknesses of existing information systems, and propose enhancements
		W2	37.5%	Work-based Learning Business Report <ul style="list-style-type: none"> • Demonstrate the knowledge and critical understanding of the role, principles and approaches to systems analysis within the development of an information system • Apply methodologies, tools and techniques used within systems analysis and design • Document the investigation and design of an information system using an appropriate systems analysis life cycle model

Updated by: Chris Talbot
Date: 24/6/2015

Approved by: Stuart Phillip
Date: 24/6/2015

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

MODULE CODE: HIGH2034	MODULE TITLE: IT Project Management
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module covers what is involved in managing the implementation of an IT project. Students will learn how to specify, plan, manage, implement, test and review the implementation of projects within a business environment.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	N/A	C1	100%	P1	N/A

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

Professional body minimum pass mark requirement:

- MODULE AIMS:**
- Understand how projects are specified, planned and agreed
 - Develop the knowledge and critical understanding which will enable them to successfully implement a project
 - Develop the skills needed to manage and monitor the implementation of a project
 - Test, document and review a project
 - Apply the knowledge generated in the module, to enable the student to work effectively within the work context

ASSESSED LEARNING OUTCOMES: (additional guidance below)

- At the end of the module the learner will be expected to be able to:
- Demonstrate the knowledge and critical understanding of how projects are specified and implemented
 - Critically apply recognised project management techniques and demonstrate the knowledge and skills needed to successfully manage the implementation of a project
 - Document and critically evaluate a project, identifying key learning points for future projects

Updated by: Stuart Taylor Date: 24/6/2015	Approved by: Stuart Phillip Date: 24/6/2015
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Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2012/13	NATIONAL COST CENTRE:
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MODULE LEADER: Stuart Taylor	OTHER MODULE STAFF:
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Summary of Module Content

- Project life cycles and methodologies including traditional and iterative and agile techniques
- Critical success factors for projects
- Project management tools
- Project definition: scope, costs, benefits and risks
- Project planning, scheduling and costing
- Risk, contingency management, execution and control
- Managing changes and closeout, quality, stakeholders and resources
- Performance reporting and documentation

- Learning from a project

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	20	20 x interactive sessions exploring various focussed study topics
Practical classes and workshops	15	10 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments include links to learning objectives
Coursework	C1	W1	40%	Work-based Learning Business Report <ul style="list-style-type: none"> • Demonstrate the knowledge and critical understanding of how projects are specified and implemented
		W2	60%	Business Documentation <ul style="list-style-type: none"> • Demonstrate the knowledge and critical understanding of how projects are specified and implemented • Critically apply recognised project management techniques and demonstrate the knowledge and skills needed to successfully manage the implementation of a project • Document and critically evaluate a project, identifying key learning points for future projects

Updated by: Stuart Taylor
Date: 24/6/2015

Approved by: Stuart Phillip
Date: 24/6/2015

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

MODULE CODE:	HIGH2050	MODULE TITLE:	Web Applications 2
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CREDITS: 20	FHEQ Level: 5	JACS CODE: I150
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables the student to develop dynamic web applications. It covers the underpinning concepts, strategies, software and techniques relating to the latest technologies for web development.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	%	P1 (Practical)	100 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Understand dynamic web scripting technologies
 - Use dynamic web scripting techniques
 - Develop dynamic web applications
 - Understand the security issues affecting the implementation of dynamic web applications

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

5. Demonstrate knowledge and critical understanding of dynamic web application technologies
6. Design dynamic web applications for a specified business need
7. Apply dynamic web application scripting techniques
8. Develop and critically evaluate dynamic web applications
9. Demonstrate the knowledge and critical understanding of the security issues affecting the implementation of dynamic web applications and specifying appropriate enhancements

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2013	SCHOOL/PARTNER:	University College Jersey, Highlands College
DATE(S) OF APPROVED CHANGE:	06/2015	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 121
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MODULE LEADER: Paul Spencer	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT</p> <ul style="list-style-type: none"> • Web server scripting technologies • Internet Information Servers, Apache • XHTML, PHP, ASP, AJAX, JavaScript, XML • Testing and debugging • Security; SSL, HTTPS • Deploying web applications • Web applications architecture • Accessing and modifying persistent data structures

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	15	10 x interactive sessions exploring various focussed study topics
Practical classes and workshops	30	20 x 1.5 hour lab sessions applying theory
Guided independent learning	100	Includes independent lab work, research and coursework
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_			
Practical	P1		100% Total = 100%	1. Demonstrate knowledge and critical understanding of dynamic web application technologies 2. Design dynamic web applications for a specified business need 3. Apply dynamic web application scripting techniques 4. Develop and critically evaluate dynamic web applications 5. Demonstrate the knowledge and critical understanding of the security

			issues affecting the implementation of dynamic web applications and specifying appropriate enhancements
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Updated by: Paul Spencer	Date: 24/06/2015	Approved by: Stuart Philip	Date: 24/06/2015
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Recommended Texts and Sources:

Delete and insert a list. You may wish to create sections if relevant. Texts should be relatively up to date unless there are key reasons to include older texts.

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

MODULE CODE: HIGH1035	MODULE TITLE: IT Systems, Services & Support
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:
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PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the importance of IT as a strategic organisational resource and the key challenges that are faced when delivering IT systems, services and support within organisations.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	N/A

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

Professional body minimum pass mark requirement:

MODULE AIMS:

- Recognise that IT services are crucial for the delivery of an organisation's business objectives
- Understand the key systems and support techniques for delivering IT services to organisations
- Apply best practice when analysing requirements and delivering services to support IT systems within organisations

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Demonstrate knowledge and best practice models for delivering IT services to organisations
- Analyse IT service requirements within organisations
- Apply best practice solutions for the provision of IT services
- Evaluate the most appropriate IT systems, services and support procedures for organisations

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2012/13	NATIONAL COST CENTRE:
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MODULE LEADER: Steven Chanyi	OTHER MODULE STAFF:
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Summary of Module Content

- Integrating and aligning IT and business goals
- Implementing continual improvement
- Measuring IT organisation effectiveness and efficiency
- Optimising costs and Total Cost of Ownership (TCO)
- Achieving and demonstrating Return on Investment (ROI)
- Demonstrating the business value of IT
- Developing business and IT partnerships and relationships
- Project Delivery Success
- Outsourcing, insourcing and smart sourcing
- Delivering the required, business justified IT services (Service Level Agreements)
- Managing constant business and IT change
- Demonstrating appropriate IT governance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	10 x 1.5 hour lecturers
Seminar	45	30 x interactive sessions exploring various focussed study topics
Guided independent learning	100	Includes independent lab work, research and coursework.
Work-based learning	40	Continued work-based learning commitments including researching the use of and applying knowledge and skills within the workplace.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E1	E1	50%	<ul style="list-style-type: none"> Demonstrate knowledge and best practice models for delivering IT services to organisations
Coursework	C1	W1	25%	Business Report <ul style="list-style-type: none"> Analyse IT service requirements within organisations Evaluate the most appropriate IT systems, services and support procedures for organisations
		W2	25%	Business Report <ul style="list-style-type: none"> Apply best practice solutions for the provision of IT services

Updated by: Paul Spencer Date: 24/6/15	Approved by: Stuart Phillip Date: 24/6/15
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**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

**Plymouth University
Academic Partnerships**

Highlands College

**Programme Quality
Handbook for**

BSc (Hons) Social Sciences

2015 – 16

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to BSc (Hons) Social Sciences Degree

Welcome to the BSc (Hons) Social Sciences degree offered at Highlands College and approved by Plymouth University.

The degree has been written to reflect the special features of Jersey's society.

The course covers: Sociology, Social History and Economics, Social Policy and Social Justice, Globalization, Criminology, Public Policy including the politics of Jersey and small states. Research methods, will give Students skills to undertake their own research in the final year of the course. This Degree provides a broad overview of the institutions of society, theories and perspectives that show how individuals they relate to each other and institutions.

Jobs requiring graduate skills will look favourably on this course, opening doors to a wide range of professions. If a Student wishes to specialise they can tailor their Work based learning in Stage 2, Work based action research and Dissertation in Stage 3 to an area they are interested in finding employment in; Housing, Primary Teaching, or dependant on obtaining a good classification of Degree go on to further Studies e.g. Masters in a range of disciplines.

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 the College / University Student handbook available at www.highlands.ac.uk which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

2. Programme Specification

Stage 1 (Level 4)		No. of Credits
HIGH1043 British Economic & Social History		20
HIGH1065 Institutions & Governance in an Unstable World		20
HIGH 1066 Criminology & the Problem of Crime		20
HIGH1067 Social Psychology: Theory and Practice		20
HSS103 Making Public Policy in Jersey & the UK		20
HSS106 Imagining British Society; Contemporary Issues		20
Stage 2 (Level 5)		No. of Credits
HIGH2028 Work-based Learning		20
HIGH2037 Research Methods in the Social Sciences		20
HIGH2052 The Evolution of the Global Economy		20
HIGH2053 Criminal Justice & Penology		20
HIGH2054 Social Identities in Modern Society		20
HSS206 Social Policy & Social Justice		20
Stage 3 (Level 6)		No. of Credits
SSJ3001 Social Sciences Dissertation		40
SSJ3002 Work-based Action Research		20
SSJ3006 Microstates		20
HIGH3026 Contemporary Social Issues: Policing the Private Sphere		20
HIGH3034 Issues for a United Europe in the 21 st Century		20

3. Module Records

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

MODULE CODE: HIGH1043	MODULE TITLE: British Economic and Social History
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L200
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
Over the course of the twentieth century, British social conditions and expectations improved significantly, as did economic performance. War and work, political and social movements, and technological and cultural change have all played their part in creating the Britain of today. This module examines these changes and the way in which they have been shaped by Britain's relationship with foreign powers.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	65%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)	35%	A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
This module aims to enable students to:

- Understand basic economic and sociological terminology and quantitative data;
- Understand the economic and social effects of the changes in British economy and society during the twentieth century
- Review the definitions and approaches taken by economic and social historians in their analyses of economic and social change;
- Understand the relationship between Britain's economic development and parallel political developments;
- Understand that many contemporary debates have a long historical legacy.

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

- Articulate and describe the process of economic and social change;
- Describe and explain the consequences of economic structural transformation for members of society, whether as groups or as a whole;

- Articulate and explain the key arguments and debates in the historiography;
- Define and explain the basic economic and sociological terminology and quantitative data;
- Describe how economic and social developments impact upon society more broadly;

DATE OF APPROVAL: Nov 2007	FACULTY/OFFICE: UPC
DATE OF IMPLEMENTATION: Sept 2008	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 2007	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 139
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MODULE LEADER: S. Dettman	OTHER MODULE STAFF:
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<p>Summary of Module Content Economic and Social history of interwar years; 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s; history of the welfare state; history of trade unions; in depth classes on the 1970s; history of sterling; economic decline.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures, discussions, tutorials	44	
Self-directed study	156	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_	In class test	100% Total	L.O. as below.
Coursework	C_	Literature Review	100% Total	<p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> • Articulate and explain the key arguments and debates in the historiography; • An overview of the subject, issue or theory under consideration; • Division of works under review into categories (e.g. those in support of a particular position, those against, and those offering alternative theses entirely) • Explanation of how each work is similar to and how it varies from the others; • Conclusions as to which pieces are best considered in their argument, are most convincing of their opinions, and make the greatest contribution to the understanding and development of their area of research <p>Make effective use of information technology skills to access information and to enhance presentations.</p>

Updated by: S. Dettman
Date: 15/06/2015

Approved by: M. Ayling-Phillip Date: 09/09/15

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

MODULE CODE: HIGH1065 | **MODULE TITLE:** Institutions & Governance in an Unstable World

CREDITS: 20 | **FHEQ Level:** 4 | **JACS CODE:** L240

PRE-REQUISITES: None | **CO-REQUISITES:** None | **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module, the practice of the key institutions of international governance will be considered. It will examine the interrelationship between different international and regional institutions and regimes and the role of non-state transnational actors in international governance.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert. HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- Describe the role of various international and regional institutions;
- Compare approaches to international governance in the context of concrete transformations in the relationship between politics and economics, and between political and economic agency in the world;
- Describe the role of international, regional and national institutions and how they relate to each other;
- Describe the broader context in which all processes of social, political and economic nature are embedded;
- Identify the factors that enhance and constrain the capacity of the existing regime of international governance to cope with the strains of globalization;
- Describe the nature of the post-World War II global political economy.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

- Identify and describe the variety of organizations and regimes involved in international governance;
- Identify and describe alternative methods of international governance;
- Identify, describe and compare the specific role of major organizations and institutions;
- Describe how the major organizations relate to each other and to states and civil society groups;
- Make an effective oral presentation, including strong presentational skills to enhance the articulation

- of your argument;
- Make effective use of information technology skills to access information and to enhance oral presentations.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	05/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	09/2006	TERM/SEMESTER:	All year.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015 - 2016	NATIONAL COST CENTRE: 128
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MODULE LEADER: S. Dettman	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT Globalization and global politics; the evolution of international society; international history, 1900-2010; key theories of world politics; international and global security; international political economy in an age of globalization; international law; international regimes; the United Nations; transnational actors and international organization in global politics; environmental issues; terrorism and globalization; regionalism in international affairs; global trade and finance; poverty, development and hunger; globalization and the transformation of political community.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include presentations
Workshops		
Tutorials		
Guided independent study	156	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay 1	66.6%	<ul style="list-style-type: none"> Identify and describe the variety of organizations and regimes involved in international governance; Identify and describe alternative methods of international governance; Identify, describe and compare the specific role of major organizations and institutions; Describe how the major organizations relate to each other and to states and civil society groups;
		Seminar Report	33.3%	
Practical	P1		100%	
		Seminar Presentation	100%	<ul style="list-style-type: none"> Work effectively as a member of a team; Make an effective oral presentation; Make effective use of information technology skills to access information and to enhance oral presentations.

Updated by: S Dettman	Date: 15/06/2015	Approved by: Mary Ayling-Phillip	Date: 15/06/2015
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	HIGH1066	MODULE TITLE:	Criminology & the Problem of Crime
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CREDITS: 20	FHEQ Level: 4	JACS CODE: M240
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the subject of criminology. It emphasises criminology's multi-disciplinarity, and the different perspectives, methods and sources of information that it draws upon in developing theories about the different causes and problematizations of crime and deviance.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert. HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to:

- Develop an enquiring perspective concerning the nature and meaning of crime, criminality and crime problems in society;
- Identify 'conventional' images of crime and criminality;
- Review a range of topics that allow students to become familiar with criminological approaches;
- Examine crime, criminality and crime problems in contemporary society.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Demonstrate factual and conceptual knowledge of criminological theories and perspectives;
2. Synthesise criminological ideas and information in a predictable and standard format;
3. Evaluate the reliability of criminological data using defined techniques and/or tutor guidance;
4. Apply criminological tools accurately and carefully to a well-defined crime problem and exhibit an appreciation of the complexity of the issues;
5. Carry out group working effectively and meet obligations to others (for example, tutors, peers and colleagues);
6. Self-evaluate strengths and weaknesses within criteria largely set by others.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All year.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015 - 2016	NATIONAL COST CENTRE: 130
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MODULE LEADER: Danielle Schenk	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

Introduction and tools of Criminological Theorists;

Classical Theory; Italian Positivism and Biological Determinism; Durkheim's Criminology; Strain and Subcultural Theories; Urban Ecology Theory; The Labelling Perspective; Conflict Theorising; Control Theory; Left and Right Realism.

From lay knowledge to social science: understanding the construction of crime and crime control;

A history of criminalisation; Official representations of crime: crime statistics, crime surveys, self-report studies and crime 'hotspots'; Unofficial representations: the role of the media; Constructing crime problems: social problems and moral panics; Understanding Governments: crime, legitimacy and party politics; Understanding the state: who does the state represent?; Understanding the community: the informal, voluntary and private sectors; Understanding practitioners: the politics of discretion.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include presentations
Workshops	4	
Tutorials	2	
Guided independent study	150	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Report -Who-Dun-It? - (theoretical knowledge)	33.33%	To complete these assignments the learner will be expected to be able to: <ul style="list-style-type: none"> • Demonstrate factual and conceptual knowledge of criminological theories and perspectives; • Synthesise criminological ideas and

		Report- Newspaper	66.6%	<p>information in a predictable and standard format;</p> <ul style="list-style-type: none"> • Evaluate the reliability of criminological data using defined techniques and/or tutor guidance; • Apply criminological tools accurately and carefully to a well-defined crime problem and exhibit an appreciation of the complexity of the issues; • Self-evaluate strengths and weaknesses within criteria largely set by others.
Practical	P1	'Who-Dun-It?' Presentation' (practical presenting skills)	100%	<p>To complete this assignment the learner will be expected to:</p> <ul style="list-style-type: none"> • Synthesise criminological ideas and information in a predictable and standard format; • Carry out group working effectively and meet obligations to others (for example, tutors, peers and colleagues); • Self-evaluate strengths and weaknesses within criteria largely set by others.

Updated by: Danielle Schenk	Date: 24/06/2015	Approved by: Delete and insert (this should be updated on an annual basis)	Date: Click here to enter a date.
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Recommended Texts and Sources:

Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D., Turton, J. (2014) *Criminology: A Sociological Introduction* (3rd Edition), Routledge: Abingdon, Oxon.

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH1067	MODULE TITLE: Social Psychology: Theory and Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE: C880
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. It will provide an introduction to the schools of thought and the central concepts of social psychology including; sense of self, attitudes, social compliance, conformity, obedience to authority, group performance and conflict, interpersonal attraction pro and antisocial behaviour. Additionally, research theories supporting social psychology will be discussed.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	60%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module will enable students to:

- describe core topics and theories within contemporary social psychology;
- understand how complex social behaviours can be analysed.
- Evaluate a range of research underpinning social psychology.

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

1. Describe the main characteristics of social psychological thought;
2. Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups.
3. Discuss research related to social psychology.

DATE OF APPROVAL:	05/2013	FACULTY/OFFICE:	UPC
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	08/2015	TERM/SEMESTER:	Delete and insert either 'All Year' or name the term/semester

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

PLYMOUTH UNIVERSITY MODULE RECORD

Partnerships use if required

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE: 104
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MODULE LEADER: Paul Mahrer	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

This module discusses social psychology as the scientific study of human behaviour, the way behaviour is influenced by others and the social or work context it takes place in. Social psychology is concerned with the way we act and think in groups and the extent to which these groups can dramatically affect our behaviour under certain circumstances. The module will provide an introduction to the central concepts of social psychology such as how individuals develop a sense of self, how people's attitudes are formed, why we tend to conform to group influence and readily obey authority figures and are often reluctant to help others in distress. Topics covered include: attitudes, social compliance, conformity, obedience to authority, group performance and conflict. Research methods used in social psychology will also be taught at a basic level.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	
Workshops	12	
Tutorials		
Guided independent study	152	This includes; directed reading, independent reading, completion of formative assessment tasks, development and completion of course work, preparation for examination.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1	Formal Exam (40%)	100%	1. Discuss the main characteristics of social psychological thought; 2. Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups. 3. Appraise evaluation and research methods related to social psychology.
	T_		Total = 100%	
Coursework	C1	(60%)	100%	Evaluate a range of theoretical issues within social psychology; including pro and anti-social behaviour, social perception, attitude and behaviours within and between groups.
			Total = 100%	

PLYMOUTH UNIVERSITY MODULE RECORD

Practical	P			
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Updated by: Paul Mahrer	Date: 25/03/2015	Approved by: Mary Ayling Phillip	Date: 12/05/2015
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Recommended Texts and Sources:

Core texts:

Gross, R. (2010). *Psychology: The Science of Mind and Behaviour* (6th edition). London: Hodder Education. ISBN: 978-1444108316

Hogg, M. & Vaughan, G. (2013). *Social Psychology*. London: Pearson. ISBN: 978-0273764595

Sutton, R, & Douglas, K. (2013). *Social Psychology*. London: Palgrave MacMillan. ISBN: 978-0230218031

Websites:

www.socialpsychology.org/

www.bps.org.uk

www.apa.org

Other references:

Alcock, J. E., Carment, D. W., & Sadava, S. W. (2005). *A Text of Social Psychology* (6th ed). Scarborough, Ontario: Prentice-Hall Canada.

Aronson, E. (2008). *The Social Animal* (10th ed.). New York: Worth Publishers.

Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social Psychology* (12th ed.). Boston, MA:

Baron, R. A., Byrne, D., & Branscombe, N. R. (2007). *Mastering Social Psychology*. Boston, MA: Pearson/Allyn and Bacon.

Baumeister, R. F., & Bushman, B. J. (2010). *Social Psychology and Human Nature* (2nd ed.). Belmont, CA: Thomson/Wadsworth.

Breckler, S. J., Olson, J., & Wiggons, E. (2006). *Social Psychology Alive*. Belmont, CA: Thomson/Wadsworth.

Crawford, L. A., & Novak, K. B. (2014). *Individual and Society: Sociological Social Psychology*. New York: Routledge.

Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology* (2nd ed.). Thousand Oaks, CA: Sage Publications.

DeLamater, J. D., & Myers, D. J. (2011). *Social Psychology* (7th ed.). Belmont, CA: Wadsworth.

Dickerson, P. (2012). *Social Psychology: Traditional and Critical Perspectives*. Harlow, UK: Pearson.

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- Fiske, S. (2004). *Social Beings: A Core Motives Approach to Social Psychology*. New York: Wiley.
- Franzoi, S. L. (2008). *Social Psychology* (5th ed.). New York: McGraw-Hill.
- Gilovich, T., Keltner, D., & Nisbett, R. (2010). *Social Psychology* (2nd ed.). New York: W. W. Norton.
- Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2015). *Social Psychology: The Science of Everyday Life*. New York: Worth Publishers.
- Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2012). *An Introduction to Social Psychology* (5th ed.). London: Blackwell.
- Kassin, S. M., Fein, S., & Markus, H. R. (2010). *Social Psychology* (8th ed.). Boston, MA: Houghton Mifflin.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2010). *Social Psychology: Goals in Interaction* (5th ed.). Boston: Allyn and Bacon.
- Kimble, C. E., Diaz-Loving, R., Hirt, E. R., Hosch, H. M., Lucker, G. W., & Zarate, M. A. (1999). *Social Psychology of the Americas*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Miller, D. (2006). *An Invitation to Social Psychology: Censoring and Expressing the Self*. Belmont, CA: Wadsworth.
- Myers, D. G. (2009). *Exploring Social Psychology* (5th ed.). New York: McGraw-Hill.
- Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill.
- Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2010). *Social Psychology: Sociological Perspectives* (2nd ed.). Boston: Allyn and Bacon.
- Smith, E. R., & Mackie, D. M. (2007). *Social Psychology* (3rd ed.). Philadelphia, PA: Psychology Press.
- Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social Psychology* (12th ed.). Englewood Cliffs, NJ: Prentice Hall.

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: <i>HSS103</i>	MODULE TITLE: Making Public Policy in Jersey and the UK
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L430
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (<i>if No identify programmes in notes box below</i>)
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 This module focuses on the functions, structures and processes of public policy in the United Kingdom and Jersey. Particular emphasis is laid upon the choice, implementation and evaluation of policy.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	40%	C1	60%	P1	xx% or Pass/Fail
E2 (OSCE)	xx%	C2	xx%	P3	xx% or Pass/Fail
T1 (in-class test)	xx%	A1	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module aims to enable students to:

- Describe the major theoretical approaches to policy analysis, making and implementation;
- Describe the structure of governance and major policymaking processes in the UK and Jersey;
- Identify and describe the different structures and mechanisms through which public administration achieves its aims;
- Describe the context of public administration in relation to financial and political issues and structures;
- Make effective oral and written presentations, and to complete a relevant exercise based on a current policy issue.

PLYMOUTH UNIVERSITY MODULE RECORD

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

- Describe the policy making theory and processes in the UK and Jersey;
- Describe the sources of policy ideas - individuals and organisations;
- Review the external factors and structures that impact upon the practice of public administration;
- Identify and describe the role of politics in the policy process;
- Identify and describe the influence of interest groups and other participants in the policy making process;
- Identify and describe the especial importance of financial and human resources in public policy;
- Identify the roles of accountability and ethics in the theory and implementation of public policy;
- Use theories and concepts to interpret and explain public policy developments across a range of policy areas in Jersey and the United Kingdom.
- Develop an understanding of policy making and implementation related to current public issues.

DATE OF APPROVAL: May 2006	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2006	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

PLYMOUTH UNIVERSITY MODULE RECORD

- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013	NATIONAL COST CENTRE: 131
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MODULE LEADER: Mike Entwistle	OTHER MODULE STAFF:
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Summary of Module Content

The module covers the following aspects:

- Different models as devices to describe and understand policy making;
- Identifying the significance of power relationships and agenda setting in policy making;
- Concepts of evidence based policy and policy transfer;
- Identifying the key individuals and institutions in making public policy; their roles and dependencies;
- Describing the contribution of key stakeholders, different interest groups and NGO's in the policy making process;
- Processes of public consultation and stakeholder engagement ;
- Describing the roles of the legislatures – Parliament and the States of Jersey – and the roles of Select Committees and Scrutiny Panels
- Explaining the ideal of 'perfect implementation', the concept and reasons for policy failure, and learning from policy failure;
- Ethical policy making;
- Public financial management;
- Concepts of governance and the regulatory state;
- Future trends for public policy making – new public management and the influence of Europeanization.

The module includes elements of theory, examples of public policy across different areas of government in the UK and Jersey and project exercises based on a current policy issue to apply understanding and develop skills with workplace relevance.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	38	19 x 2 hr lectures
Project exercises	2	Written and role-play exercise based on a 'real life' policy issue
Guided reading	160	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

PLYMOUTH UNIVERSITY MODULE RECORD

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments Include links to learning objectives</i>
Written Exam	E_1	Exam	40%	<ul style="list-style-type: none"> •Describe the policy making theory and processes in the UK and Jersey; •Describe the sources of policy ideas - individuals and organisations; •Review the external factors and structures that impact upon the practice of public administration; •Identify and describe the role of politics in the policy process; •Identify and describe the influence of interest groups and other participants in the policy making process; Identify and describe the especial importance of financial and human resources in public
Coursework	C1	Essay	60%	Links to all learning objectives

Updated by: M. Entwistle Date: 16/6/15	Approved by: M. Ayling-Phillip Date: 09/09/15
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PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HSS106	MODULE TITLE: Imagining British Society: Contemporary Issues
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CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module provides an introduction to the main dimensions of inequality in British society and major social institutions in British society. It will develop a sociological appreciation of the complexity and diversity of contemporary British society. It will examine the nature and impact of fundamental social divisions within contemporary Britain.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	-	C1	100%	P1	-
E2 (OSCE)	-	C2	-	P3	-
T1 (in-class test)	-	A1	-		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert. HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module aims to enable students to:

- Develop sociologically informed understanding of the changing nature of British society;
- Examine the complex and diverse nature of contemporary British society;
- Develop the skills required for effective information retrieval;
- Make an effective oral presentation;
- Present in a group context and to write an essay in clear and correct English, with appropriate references.

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

- Review the changing nature of British society;
- Describe the complex and diverse nature of contemporary British society;
- Select and use appropriate sources of information from the library and electronic searches;
- Review current developments in British society.

DATE OF APPROVAL: May 2006	FACULTY/OFFICE: Academic Partnership
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PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF IMPLEMENTATION: September 2006	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013-14	NATIONAL COST CENTRE: 132
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MODULE LEADER: Mary Ayling-Phillip	OTHER MODULE STAFF:
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Summary of Module Content

This module introduces the main dimensions of inequality in British society and encourages critical thinking about social issues. There is a historical dimension starting with the establishment of the sociological traditions in the nineteenth century through to contemporary sociological approaches; Functionalism, Marxism, Interactionism, Feminism, and Postmodernism. An introduction to research methods, methodological issues and ethical issues. There will be an examination of the nature and impact of fundamental social divisions within contemporary society based around class, stratification, gender, sexuality, race, ethnicity and age, and the social relations that have arisen. There will be an examination of a range of sociological explanations for changes that have occurred to social institutions. The role of the media, education, religion, nationalism, globalisation and politics in considered in relation to contemporary British society. There will also be an embedding of study skills through- essay planning and writing, and referencing.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures and Seminars	44	Lectures and seminars.
Guided learning	4	Tutorials
Self directed learning	142	Reading, own study, assessment preparation.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_1	Essay 1	50%	<ul style="list-style-type: none"> Review the changing nature of British society; Describe the complex and diverse nature of contemporary British society; Select and use appropriate sources of information from the library and electronic searches; Review current developments in
	100%	Essay 2	50%	

PLYMOUTH UNIVERSITY MODULE RECORD

				British society. All of the assessments cover all of the learning criteria.
Updated by: Mary Ayling-Phillip Date: 16/06/15				Approved by: Ben Bennett Date: 09/09/15

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH2028	MODULE TITLE: Work Based Learning
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L900
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N <i>(if No identify programmes in notes box below)</i>
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module allows students to experience sociology in practice through a short work placement within an organisational setting. The focus is to allow students to carry out work activities using key skills developed both within this and other modules, and to contextualise their experiences within the sociology of work/professions.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:

- This module aims to enable students to enhance their employability and career management skills through a practical work based placement. It will enable students to become familiar with the recruitment processes, to understand the links between sociological practice and sociological theory and to develop career planning skills.

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

- Demonstrate a key understanding of the recruitment processes;
- Present key employability skills in written format;
- Negotiate the content of a work based placement and identify key personal development goals;
- Demonstrate a critical awareness of the experiential learning process through reflexivity;
- Demonstrate an understanding of key theories in relation to either the sociology of work and professions OR social research methodologies depending on the work based setting;
- Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today;
- Produce written materials in a report format.

PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF APPROVAL: I. MacLagan 31/10/13	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: XX/XX/XXXX	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013 - 2014	NATIONAL COST CENTRE: 132
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MODULE LEADER: Innes MacLagan	OTHER MODULE STAFF:
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Summary of Module Content

This module is designed to equip students with the necessary employability and career management skills needed on completion of their degree. Lectures and seminars will focus on organisational sociology, career management skills development and placement preparation. Students will need to be involved in the organisation of a placement of their choice and will normally spend the equivalent to 10 working days on placement with an organisation/ agency. Students will be working in a particular setting, on a particular project, conducting a piece of research, or shadowing a member of a team. Where mature students have already demonstrated the ability to develop and sustain a career in the recent past, they may reflect on these experiences to demonstrate the module learning outcomes.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	12	
Seminars	12	
Placement	80	Students spends time in placement
Self Directed Learning	96	
Total		(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	1) Personal skills Portfolio 2) Reflective	40%	1.Demonstrate a key understanding of the recruitment processes; 2.Present key employability skills in written format;

PLYMOUTH UNIVERSITY MODULE RECORD

		journal on Placement experience	60% (100%)	<p>3.Negotiate the content of a work based placement and identify key personal development goals;</p> <p>4.Demonstrate a critical awareness of the experiential learning process through reflexivity;</p> <p>5.Demonstrate an understanding of key theories in relation to either the sociology of work and professions OR social research methodologies depending on the work based setting;</p> <p>6.Demonstrate an informed understanding of what the host organisation does, and how it seeks to operate within society today;</p> <p>7.Produce written materials in a report format.</p>
Practice				

Updated by: D. Kaye 06/06/15	Approved by: M. Ayling-Phillip Date: 09/09/15
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PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH2037	MODULE TITLE: Research Methods in the Social Science
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (<i>if No identify programmes in notes box below</i>)
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 This module extends and develops the key research skills covered in Year 1. It promotes applied research at the intermediate undergraduate level and supports the writing of a substantial honours dissertation

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- This module aims to enable students to:
 - Develop key research skills used in the social sciences and the public sector;
 - Develop qualitative and quantitative data analysis skills;
 - Develop formal academic report writing;
 - Provide a basis for 3rd-year dissertations and work-based action research;
 - Provide the opportunity for students to collaborate and work in groups.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Distinguish between research design/methods and select those appropriate for investigating issues in the public and community sectors;
 - Understand and demonstrate a variety of inferential analysis techniques;
 - Interpret and evaluate research findings from a range of contexts;
 - Write a research report using the appropriate academic conventions.

DATE OF APPROVAL: May 2013	FACULTY/OFFICE: Academic Partnership
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PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF IMPLEMENTATION: March 2013	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: March 2013	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013-14	NATIONAL COST CENTRE:
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MODULE LEADER: Paul Mahrer	OTHER MODULE STAFF:
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Summary of Module Content

This module leads on from HIGH 1047 and has several key themes. Firstly, students are introduced to the concept of hypothesis testing through inferential statistical analysis. Tests of nominal distribution, difference (both pairwise and single-factor) and association are covered and students are encouraged to draw upon these in their assessments. Another emphasis is upon formal academic report writing. Students' own research is written according to the conventions found in the literature as this is the format expected of third-year work. Practical aspects of the module include an introduction to specialist analysis software, collaborating and working in groups and the opportunity to work away from College when gathering data.

Assessment for this module is by way of two research assignments and a statistical analysis portfolio. In Term 1, students have to undertake a survey-based investigation whilst in Term 2 they conduct an additional assignment that can be an observation, an experiment or a correlation. A statistics portfolio is also produced by the end of the second term. This involves reporting the analysis of four data sets using the range of techniques mentioned above.

HIGH 2037 is an important module. It provides the basis for final-year dissertation and work-based action research assessments and increases students' analysis, writing and presentation skills. Above all, it encourages students to think and act independently and to progress beyond the standards of HIGH1047 .

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Taught lessons	48	Lectures/ seminars
Individual Study	152	Guided reading/ independent study.
Total	200 hours	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Report 1	50%	Report-1 Distinguish between research

PLYMOUTH UNIVERSITY MODULE RECORD

		Report 2	50%	<p>design/methods and select those appropriate for investigating issues in the public and community sectors; Write a research report using the appropriate academic conventions</p> <p>Report 2 Write a research report using the appropriate academic conventions Understand and demonstrate a variety of inferential analysis techniques; Interpret and evaluate research findings from a range of contexts.</p>
			Total 100%	

Updated by: P. Mahrer Date: 16/6/15	Approved by: M. Ayling-Phillip Date: 09/09/15
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PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH2052	MODULE TITLE: The Evolution of the Global Economy
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L150
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module critically evaluates the evolution of the global economic system and how the system has been managed by the most powerful actors in the global economy. It will critically assess aspects of economic policy in individual countries and regions using fundamental principles of economics and political science.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	30%	P1 (Practical)	30%
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Cert. HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module aims to enable students to:

- Critically analyse different economic perspectives to the study of IPE;
- Explain how these different economic perspectives can be applied to international issues;
- Compare and contrast different descriptions and explanations of international economic developments;
- Explain the significance of developments in the world economy;
- Critically assess the appropriate role of international economic institutions; and
- Analyse and integrate the various dimensions of the post-World War II global political economy.

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

- Identify, critically analyse, and evaluate, the relevance and significance of theoretical approaches to international political economy;
- Use theories and concepts to interpret and understand contemporary developments in the fields of trade, finance, production and development;
- Critically evaluate the contribution of major actors, institutions and structures in the global economy;
- Identify and analyse the core components of good team working and effective oral and written presentation;
- Reflect upon and evaluate their own and their peers strengths, limitations and performance in making oral presentations and to give and receive appropriate written and oral feedback;
- Communicate, both verbally and in writing, ideas, information and arguments in a manner appropriate for diverse audiences.

DATE OF APPROVAL: 05/2006	FACULTY/OFFICE: Academic Partnerships
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PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	09/2006	TERM/SEMESTER:	All year.

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

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015 - 2016	NATIONAL COST CENTRE: 128
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MODULE LEADER: Michael Oliver	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

The study of global political economy; Collaboration and coordination in the global political economy; the domestic sources of foreign economic policies; the evolution of the global trade regime; regionalism; the evolution of the international monetary and financial system; the political economy of international financial crises; the logics of globalization; globalization's impact on states; globalization and regional international production; globalization, poverty and inequality; globalization and development in the South ; globalization and civil society; globalization and the environment.

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

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include presentations
Workshops		
Tutorials		
Guided independent study	156	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments <i>include links to learning objectives</i>
Written exam	E	Exam	100%	Same as assessed learning outcomes in coursework.
	T			
Coursework	C1	Seminar Report	100%	At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> • Identify, critically analyse, and evaluate, the relevance and significance of theoretical approaches to international political economy; • Use theories and concepts to interpret and understand contemporary developments in the fields of trade, finance, production and development; • Critically evaluate the contribution of major actors, institutions and structures in the global economy;
Practical	P1	Oral Presentation	100%	<ul style="list-style-type: none"> • Identify and analyse the core components of good team working and

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				<p>effective oral and written presentation;</p> <ul style="list-style-type: none"> • Reflect upon and evaluate their own and their peers strengths, limitations and performance in making oral presentations and to give and receive appropriate written and oral feedback; • Communicate, both verbally and in writing, ideas, information and arguments in a manner appropriate for diverse audiences.
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Updated by: M. Ayling-Phillip	Date: 16/06/2015	Approved by: Ben Bennett	Date: 16/06/2015
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<p>Recommended Texts and Sources:</p>

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH2053	MODULE TITLE: Criminal Justice & Penology
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CREDITS: 20	FHEQ Level: 5	JACS CODE: M200
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module begins with a critical overview of the key socio-political debates and issues which have shaped and informed contemporary theories of criminal justice and punishment. It then moves on to examine how these theories can be used to analyse and evaluate the new governance of crime and punishment and the politics of criminality and penalty.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION	COURSEWORK	PRACTICAL
E1 (Examination)	C1 (Coursework)	75% P1 (Practical)
E2 (Clinical Examination)	A1 (Generic Assessment)	25 %
T1 (Test)		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip. HE
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Professional body minimum pass mark requirement: N/A
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MODULE AIMS:

This module aims to enable students to:

- Provide a critical overview of the main theories of crime and punishment which underlie current criminal justice and penal policies;
- Analyse the interrelationship between criminological and penal theory, politics and social change;
- Critically evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

- Demonstrate a critical knowledge of the main criminological and penal theories which underlie current criminal justice and penal policies;
- Analyse the interrelationship between criminal justice and penal theory, politics and social change;
- Analyse criminal justice institutions and sentencing practice using an appropriate analytic framework and consider comparative elements
- Evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice;
- Interact effectively within seminars and workshops, by giving and receiving information and ideas and modifying responses where appropriate;
- Communicate reflectively and effectively on criminal justice and penal issues and their effects on policy and practice both orally in seminars, workshops and in written assignments.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	05/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to	TERM/SEMESTER:	All year.

PLYMOUTH UNIVERSITY MODULE RECORD

enter a date.

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015-2016

NATIONAL COST CENTRE: 130

MODULE LEADER: Danielle Schenk

OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- During the first term, the roles, practices and key issues surrounding the main institutions of English, Welsh and Jersey criminal justice will be introduced. Issues relating to the various theoretical approaches to criminal justice will be critically examined, with particular attention to the key socio-political debates and issues that have shaped and informed contemporary theories on crime and punishment. In addition to introducing the key institutions of the criminal justice system, the approaches to criminal justice from the subjects of victimology, policing and restorative justice will be critically examined.
- In term 2, this module will examine issues relating to the delivery of criminal justice, especially the aspects of penal policy and sanctions. It introduces the main theories of penalty and the history of punishment, before examining how these theories can be used to analyse and evaluate contemporary penal policies and sanctions. Particular emphasis will be placed on examining the politics of penalty and the key debates and issues which have shaped penal policies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	To include a Parole Board group assessment task and tutorials for feedback.
Workshops	4	
Tutorials	2	
Guided independent study	150	
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Essay	66.67%	To complete these assignments the learner will be expected to:
		Portfolio- Parole Board (written dossier)	33.33%	At the end of the module the learner will be expected to be able to:

PLYMOUTH UNIVERSITY MODULE RECORD

				<ul style="list-style-type: none"> • Demonstrate a critical knowledge of the main criminological and penal theories which underlie current criminal justice and penal policies; • Analyse the interrelationship between criminal justice and penal theory, politics and social change; • Analyse criminal justice institutions and sentencing practice using an appropriate analytic framework and consider comparative elements • Evaluate the impact of contemporary political, criminological and penal thought on criminal justice and penal policy and practice.
Practical	P1	Parole Board (presentation)	100%	<p>To complete this assignment the learner will be expected to:</p> <ul style="list-style-type: none"> • Interact effectively within seminars and workshops, by giving and receiving information and ideas and modifying responses where appropriate; • Communicate reflectively and effectively on criminal justice and penal issues and their effects on policy and practice both orally in seminars, workshops and in written assignments.

Updated by: Danielle Schenk	Date: 24/06/2015	Approved by: Mary Ayling-Phillip	Date: 24/06/2015
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Recommended Texts and Sources:

Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D., Turton, J. (2014) *Criminology: A Sociological Introduction* (3rd Edition), Routledge: Abingdon, Oxon.

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

MODULE CODE: HIGH2054	MODULE TITLE: Social Identities in Modern Societies
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CREDITS: 20	FHEQ Level: 5	JACS CODE: L300
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 In this module students will be concerned with the ways in which the relationship between the individual and society have been conceptualised, how individuals are socially positioned through changes in the available sources of social identity and how changes in the social world interact in the production maintenance and transformation of social identities.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	30%	P1 (Practical)	30%
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip. HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module aims to enable students to:

- Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;
- Analyse how individuals are socially positioned through changes in the available sources of social identity;
- Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities;
- Work in groups to produce a presentation on an allocated topic;
- Analyse the major sources of social identity in modern societies.
- Synthesise sociological reasoning to a range of examples of the reproduction of social identities.

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

- Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;
- Explain how individuals are socially positioned through changes in the available sources of social identity;
- Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities;
- Synthesise sociological reasoning to a range of examples of the reproduction of social identities.
- Analyse sociological reasoning to a range of examples of the reproduction of social identities.
- Work effectively individually and in Groups to deliver oral presentations.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
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PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All year.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015-2016	NATIONAL COST CENTRE: 132
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MODULE LEADER: Mary Ayling-Phillip	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

How is it that millions of unique individuals, each with his or her own desires, beliefs, economic interests, aspirations, fear and hopes can live together more or less harmoniously? Sociology's most basic answer to that question, and its basis as an object of study, is that human beings form societies in which patterns of relating and interacting with one another are shaped, sustained and reproduced within various social institutions, and according to both written and unwritten rules of social action. Notions of both 'the individual' and 'society' provide us with the concepts, abstractions and tools with which to think about these relationships, and about other issues of 'social order'. As technical terms within a sociological vocabulary they might seem obvious: they are also concepts with which we ourselves think, as 'individuals within society'. However, we are not merely individual parts of a wider society: we are all members of various social groups - based on wealth, income, gender, ethnicity, age, sexuality and other more diverse interests. The module addresses whether in the post modern world we can construct our own identity, and growth of virtual identities. It is from our membership of these groups that our sense of who we are in the world is derived, as well as our understanding of others. It is these things that represent the sources of our social identities.

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

Scheduled Activities	Hours	Comments/Additional Information
Lecture	48	Contact time with Students; this will consist of lectures, Student presentations and group discussions. Class tutorials and verbal feedback.
Workshops		
Tutorials		
Guided independent study	152	Reading set texts, journals articles, books and self-directed learning (own study).
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E	Written exam	100%	<ul style="list-style-type: none"> Critically assess the contending ways in which the relationship between the individual and society have been conceptualised;

PLYMOUTH UNIVERSITY MODULE RECORD

				<ul style="list-style-type: none"> • Explain how individuals are socially positioned through changes in the available sources of social identity; • Critically assess the changes in the social world and how they interact in the production, maintenance and transformation of social identities • Compare, contrast and analyse the major sources of social identity in modern societies; • Synthesise sociological reasoning to a range of examples of the reproduction of social identities.
	T			
Coursework	C1	Seminar report	100%	<ul style="list-style-type: none"> • Same learning outcomes are assessed in coursework as the exam.
Practical	P1	Seminar presentation	100%	<ul style="list-style-type: none"> • In addition in seminars; • Work effectively individually and in Groups to deliver oral presentations.

Updated by: M. Ayling-Phillip	Date: 16/06/2015	Approved by: Ben Bennett	Date: 16/06/2015
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Recommended Texts and Sources:

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HSS206	MODULE TITLE: Social Policy & Social Justice
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CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L400
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module explores a variety of concepts relevant to the study of social policy and social justice. It considers the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom, and will develop students' evaluative skills through case study analysis.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	40%	C1	60%	P1	-
E2 (OSCE)	-	C2	-	P3	-
T1 (in-class test)	-	A1	-		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- This module aims to enable students to:
 - Critically review social policy and social justice concepts;
 - Critically examine how discrimination is responded to in the public and private sector;
 - Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands;
 - Analyse critically the wider implications of the use of legal processes for human rights enforcement on quality, diversity and difference in the UK;
 - Develop students' evaluative skills through case study analysis.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
- Analyse key concepts related to social policy and social justice;
 - Compare the relative merits of different strategies for responding to social policy and social justice issues;
 - Demonstrate skills of evaluation;
 - Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands.

DATE OF APPROVAL: May 2006	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2006	SCHOOL/PARTNER: Highlands College

PLYMOUTH UNIVERSITY MODULE RECORD

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

TERM: Autumn/Spring/Summer/other
(please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013-14	NATIONAL COST CENTRE: 131
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MODULE LEADER: Mary Ayling-Phillip	OTHER MODULE STAFF:
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Summary of Module Content

Employment has a significant impact on a person's quality of life, it influences their ability to consume but it also impacts heavily on other areas of social policy. Employment and income affect standards of housing, health, leisure activity, and educational opportunities. Unfortunately, some individuals within society have been, indeed are, significantly disadvantaged in the labour market by virtue of their group identities. Discrimination on the basis of 'race', ethnicity, gender, sexuality and against disabled people, and the experiences of ex-offenders are considered.

The module covers the process of discrimination, the ways in which it manifests itself, and its often adverse consequences. Equality of opportunity operates on the understanding that the present social, economic and political system, defined as capitalist, is the optimum system. Where problems occur, such as discriminatory practices, the challenge is to root them out and achieve equal access for all to employment opportunities, societal goods and services. Consequently, many employers have established equal opportunities policies to protect people from discrimination and disadvantage and to ensure equal treatment or to protect themselves against claims of discrimination. There has been something of a consensus between campaigners, employers and successive governments that such policies are desirable. However, equality of opportunity is a controversial notion; its nature and aims are much contested. This module provides a working knowledge of the legislative framework of the UK, by looking at Human Rights and Equality legislation.

There is also a focus on Jersey, and to a lesser extent other Channel Islands, about the political system, electoral processes, constitutional history and voting patterns and the impact these factors have had on Jersey's social policies. The Human Rights Law (2000) Jersey and the lack of Equality Legislation are also considered and how this has impacted on Island society.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures, Group discussions, and Moot	48	Visiting speakers from Jersey's Government will present Guest Lectures.
Guided learning	152	Self directed study, reading , preparing notes for Moot. Researching relevant case studies to discuss in Group discussions.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_	Written Exam	100%	<ul style="list-style-type: none"> Analyse key concepts related to social policy and social justice;

PLYMOUTH UNIVERSITY MODULE RECORD

				<ul style="list-style-type: none"> • Compare the relative merits of different strategies for responding to social policy and social justice issues; • Demonstrate skills of evaluation; • Evaluate the impact of legislation and the legal process on the enforcement of individual and human rights provision in the United Kingdom and the Channel Islands.
Coursework	C_1	Report-based Moot.	Total 100%	Same learning outcomes are assessed as in Exam.

Updated by: M. Ayling-Phillip Date: 16/06/2015	Approved by: Ben Bennett Date: 09/09/15
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PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH3026	MODULE TITLE: Contemporary social issues: policing the private sphere
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE:
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PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE WITHIN THIS PROGRAMME: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module looks at areas of policy and practice that effect families and family members. Those areas include substance use, including both global, European and local dimensions, the nature of and response to intra-familial violence and abuse and health-related problems within households

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]		
(E1) WRITTEN EXAMINATION 50%	(C1) 50%	(P1) PRACTICAL

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

MODULE AIMS: *(max 425 characters)*
 This module aims to equip students to critically understand the social, political and economic underpinnings of aspects of family and individual behaviours which impact negatively on family life.

ASSESSED LEARNING OUTCOMES: *(max 700 characters)*
 At the end of the module the learner will be expected to be able to:

- Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems
- Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources.
- Apply theoretical perspectives to 'real-world' situations
- Demonstrate an ability to understand the difficulties and problems in 'policing' the private sphere

DATE OF APPROVAL: Sept 2013	FACULTY:
DATE OF IMPLEMENTATION:	SCHOOL:
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: AY

Additional notes:

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2013/14

MODULE LEADER: Dr Adrian Barton	OTHER MODULE STAFF:
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Summary of Module Content (max 2000 characters)

This module aims to provide students with an understanding of the complex problems surrounding the ‘policing’ of actions which take place within the private sphere. As such it draws on a number of disciplines including social policy, sociology, criminology, politics, economics and international relations. It will concentrate on three aspects of modern life – illegal drug use; alcohol and food intake and intra-familial violence – to demonstrate that whilst these areas are problematic and cost nation states billions in terms of trying to deal with the consequences of these actions, the fact that these actions take place within the private sphere limits the range and scope of polices available. The module will be broken into two sections. Term 1 deals exclusively with illicit drug use and looks at this through three lenses: international, national and individual. Term 2 then moves to look at alcohol and lifestyle choices and family life and violence and abuse within the family.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments
Lecture	12	6 x 2 lectures per academic year
Tutorial	20	Advice sessions for study topic
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
Total	200	

COMPONENTS OF ASSESSMENT (add/delete E, C, P elements and W components as required)

Category	Element	Component	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E1	100% 2 hour exam		<ul style="list-style-type: none"> •Critically analyse international and domestic policy relating to substance use, intra-familial violence and abuse and health-related problems •Demonstrate an ability to undertake individual research and synthesise and critically analyse material from a variety of sources. •Apply theoretical perspectives to ‘real-world’ situations •Demonstrate an ability to understand the difficulties and problems in ‘policing’ the private sphere
Coursework	C1	100%		Same L.O. assessed in essay

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		3000 word essay		
Updated by: Adrian Barton Sept 2015			Approved by: M. Ayling-Phillip Date: 09/09/15	

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: HIGH3034	MODULE TITLE: Issues for a United Europe in the Twenty-First Century
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CREDITS: 20	FHEQ Level: 6	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module is a research-led seminar that explores the key issues facing Jersey as Europe continues to integrate in the twenty-first century.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25 %
E2 (Clinical Examination)		A1 (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip. HE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module aims to enable students to examine issues which relate to the EU as a governance system and assess the modes of the European economic integration; to identify specific strengths and weaknesses of the EU as an actor in international relations; to analyse and evaluate the internal organisation and functioning of the main EU institutions; to evaluate both the challenges posed to the EU's political and institutional system by enlargement and reform; and to assess the process of European economic integration.

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

- Critically assess economic and institutional aspects of the European integration process, focusing on the economic and also legal aspects of the European Union, internally and in its relations with partners, including prospective members.
- Critically review the current major issues in European integration.
- Analyse the problems facing the EU's development as an international actor.
- Analyse the problems facing the EU as a system of governance.
- Critically evaluate current EU reform practices.
- Communicate effectively, both verbally and in writing, ideas, information and arguments.

DATE OF APPROVAL:	05/2006	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2006	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All year.

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

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

2015 - 2016	NATIONAL COST CENTRE:
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MODULE LEADER: Michael Oliver	OTHER MODULE STAFF:
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<p>SUMMARY of MODULE CONTENT Integration and Disintegration before 1945; shaping the European Community; from European Community to European Union: Six to Fifteen and beyond; the SEM, Monetary Union and its impact; Jersey and the EU; the workings of the EU and its policies</p>

SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	44	
Workshops		
Tutorials		
Guided independent study	156	
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	E			
	T			
Coursework	C1	Report	66.6%	At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> Critically assess economic and institutional aspects of the European integration process, focusing on the economic and also legal aspects of the European Union, internally and in its relations with partners, including prospective members. Critically review the current major issues in European integration. Analyse the problems facing the EU's development as an international actor. Analyse the problems facing the EU as a system of governance. Critically evaluate current EU reform practices.
		Seminar Report	33.3%	
			(100%)	
Practical	P1	Oral Report	100%	<ul style="list-style-type: none"> Communicate effectively, both verbally and in writing, ideas, information and arguments.

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Updated by: M. Oliver	Date: 22/06/2015	Approved by: Mary Ayling-Phillip	Date: 22/06/2015
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Recommended Texts and Sources:

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: SSJ3001	MODULE TITLE: Social Science Dissertation
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CREDITS: 40	FHEQ LEVEL: 6	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
This module provides students with the opportunity to design and implement their own research project, working independently but under the supervision of an academic staff member.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	C1	100%	P1	xx% or Pass/Fail
E2 (OSCE)	xx%	C2	xx%	P3	xx% or Pass/Fail
T1 (in-class test)	xx%	A1	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
This module aims to develop a capacity for independent research by conducting a substantial investigation in a specialist knowledge area; and to provide a review point at the end of the 3 year degree period in relation to Personal Development Planning.

At the end of this module students will be able to:
 Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues;
 Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area;
 Demonstrate autonomy in undertaking the elements of the dissertation project;
 Demonstrate reflection in reviewing progression in relation to Personal Development Planning, including an assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.

DATE OF APPROVAL: 16/05/2006	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: September 2006	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn/Spring/Summer/other (please specify)

PLYMOUTH UNIVERSITY MODULE RECORD

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2015-16	NATIONAL COST CENTRE:
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MODULE LEADER: Michael Oliver	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>Students will complete a research proposal form; write a literature review and write a 10,000 word dissertation.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	4	Classroom activities
Dissertation Supervision.	10	To support (proposal form; literature review; research and writing dissertation).
Research Methods	8	To support Students research skills.
Private study	178	Undertaking research.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1 (100%)	Dissertation-Proposal	10%	Demonstrate a comprehensive and detailed knowledge of the area of specialisation, together with an awareness of relevant ethical issues;
		Dissertation-Final	90%	At the end of this module students will be able to: Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking the elements of the dissertation project;

PLYMOUTH UNIVERSITY MODULE RECORD

				Demonstrate reflection in reviewing progression in relation to Personal Development Planning, including an assessment of the development and application of key and transferable skills in terms of career plans, academic progress and personal development.
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Updated by: M. Ayling-Phillip Date: 16/06/15

Approved by: Ben Bennett Date: 09/09/15

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: SSJ3002	MODULE TITLE: Work-Based Action Research
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE:
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PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE WITHIN THIS PROGRAMME: Yes
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module requires students to negotiate and conduct a workplace-based action research project on a specific policy or practice issue for host (client) organisation.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]		
	Coursework 100%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

MODULE AIMS: *(max 425 characters)*
 This module aims to provide students with an opportunity to apply and develop their analytical knowledge and research skills; to improve their preparation for employment; and to gain insights into the work undertaken by a researcher in an organisational setting.

ASSESSED LEARNING OUTCOMES: *(max 700 characters)*
 At the end of the module the learner will be expected to be able to:

- Negotiate, plan and conduct a piece of independent research for a host (client) organisation;
- Demonstrate a comprehensive and detailed knowledge of the area of specialisation and of relevant ethical issues;
- Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area;
- Demonstrate autonomy in undertaking a workplace-based project; and
- Demonstrate reflection in reviewing progression.

DATE OF APPROVAL: 16/05/2006	FACULTY:
DATE OF IMPLEMENTATION: September 2006	SCHOOL: A/P
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 12/AY/AU/M

Additional notes:

PLYMOUTH UNIVERSITY MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2015-16

MODULE LEADER: Mary Ayling-Phillip	OTHER MODULE STAFF:
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Summary of Module Content (max 2000 characters)

This module aims to equip students with the skills and confidence to become active and accomplished researchers within the workplace. As such, it is based on the belief that student best learn research by 'doing' real-world work. It asks students to find a relevant organisation and to offer their research skills in a consultancy role by undertaking a small piece of action research. By engaging with the organisation, under the guidance of a mentor from the organisation and the module leader, in this manner the students learn negotiation skills, how to interact in a professional manner, working within externally imposed time constraints and the importance of meeting deadlines set by others. In addition, the students are allowed to put into practice research theories and skills learnt in the previous two stages. The module is delivered via a mix of formal lecture sessions and intensive one-to-one tutorials. On completion, students will have demonstrated that they can plan, execute and present a coherent and professional piece of research

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments
Lecture	12	6 x 2 lectures per academic year
Tutorial	10	Advice sessions for study topic
Placement visit	10	Visit the placement with Student and host mentor.
Guided independent learning	168	Includes sessions with organisational mentors and informal discussions with module leader
Total	200	

COMPONENTS OF ASSESSMENT (add/delete E, C, P elements and W components as required)

Category	Element	Component	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework 1	C 1 (100%)	Project proposal	10%	Negotiate, plan and conduct a piece of independent research for a host (client) organisation; and consider relevant ethical issues.
		Final report	90%	Final Report; Demonstrate a comprehensive and detailed knowledge of the area of specialisation. Demonstrate a capacity for analysis, synthesis, evaluation and application in relation to the chosen subject area; Demonstrate autonomy in undertaking a workplace-based project; and Demonstrate reflection in reviewing progression.

Updated by: Mary Ayling-Phillip Date: 16/6/15
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Approved by: Ben Bennett 10/09/15
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PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: SSJ3006	MODULE TITLE: Microstates: Problems of Governance
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE:
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y/N (if No identify programmes in notes box below)
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module investigates a range of specific issues concerning the identities and governance of microstates. An examination of the basic characteristics of small jurisdictions is followed by case studies on specific issues of external relations, internal governance and cultures, relating them to the positions and policies of microstates in the international system.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	xx%	C1	100%	P1	xx% or Pass/Fail
E2 (OSCE)	xx%	C2	xx%	P3	xx% or Pass/Fail
T1 (in-class test)	xx%	A1	xx%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Dip HE

Professional body minimum pass mark requirement: n/a

MODULE AIMS:
 This module aims to enable students to understand, analyse and evaluate the main issues affecting contemporary microstates focusing on aspects of external relations, internal governance and their cultures in the context of the international system.

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

- On the basis of a systematic understanding, analyse the nature of the contemporary microstate phenomenon
- Compare, analyse and evaluate their external relations
- Compare, analyse and evaluate the governance of microstates in their various forms
- Critically analyse and evaluate governmental change in microstates
- Compare and evaluate the significance of cultural identity in microstates
- Critically evaluate the strategies pursued by microstates within the global system

DATE OF APPROVAL: 16/05/2006	FACULTY/OFFICE: Academic Partnership
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PLYMOUTH UNIVERSITY MODULE RECORD

DATE OF IMPLEMENTATION: September 2006	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn/Spring/Summer/other (please specify)

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

PLYMOUTH UNIVERSITY MODULE RECORD

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

ACADEMIC YEAR: 2013	NATIONAL COST CENTRE:
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MODULE LEADER: Mike Entwistle	OTHER MODULE STAFF:
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Summary of Module Content

- Concepts and typologies: the basic characteristics of microstates and small jurisdictions. The dependency-sovereignty continuum.
- The creation and development of the “world of microstates”
- Representation, participation and the “politics of smallness”
- Forms of societal governance and governmental structures: comparisons
- Cases: governmental reform in the Crown Dependencies; marginality and sustainability in the small island developing states (SIDs); the “gift of jurisdiction” as an economic and political resource; movements for autonomy/sovereignty.
- Governance and the generation of political and economic strategies
- The particular cultural identities of microstates and social issues arising.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	18 x 2 hour lectures
Seminars/ presentations	4	Individual case study discussions
Guided reading	160	Private study.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_1	Essay 1	(100%)	Links to all learning objectives At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> • On the basis of a systematic understanding, analyse the nature of the contemporary microstate phenomenon • Compare, analyse and evaluate their external relations • Compare, analyse and evaluate the governance of microstates in their various forms
		Essay 2		

PLYMOUTH UNIVERSITY MODULE RECORD

				<ul style="list-style-type: none">• Critically analyse and evaluate governmental change in microstates• Compare and evaluate the significance of cultural identity in microstates• Critically evaluate the strategies pursued by microstates within the global system
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Updated by: M. Entwistle **Date:** 16/06/15

Approved by: M. Ayling-Phillip **Date:** 09/09/15