



Highlands
University
College Jersey

**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

PROGRAMME QUALITY HANDBOOK 2017 – 18

FdA Business & Management

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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:

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

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.

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).

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.

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

Date of Programme

May 2015

Approval:

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.

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), University College Jersey, 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 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:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or	Minimum of 5 GCSEs at Grade C or 4 including Maths and English.

- GCSEs required at Grade C or above:	
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>Minimum of 64 UCAS points</p> <p>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 (DBS) 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.

⁵ 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 Business & Management External Examiner, Dr Zoe Dann. Zoe.dann@port.ac.uk The other modules are allocated to the external examiner for the FdA Financial Services, Professor Steve Letza, sletza@bournemouth.ac.uk 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

PS1. 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

PS2. 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: 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					

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>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 the context of employment within the sector (FDQB).</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 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>					

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.					
Cognitive and Intellectual Skills: 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). 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)					
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.	Primary: Class exercises, simulations and discussions, workshops, academic tutorials. Secondary/ Supplementary: Case Studies, Reviews of business practice,	A 1, A2	ILO1, ILO2	On-line exercise tasks Reflective reports/ portfolios Examinations Written Reports Essays Presentations In-class tests	HIGH1055 HIGH1052 HIGH1031 HIGH1057

<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>Problem Based Learning, feedback.</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)</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)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary: Workshops, In class exercises.</p>	<p>A3, A4, A5</p>	<p>ILO3, ILO4, ILO5</p>	<p>Group task Reflective reports/ In- organisation appraisals</p>	<p>HIGH1054 HIGH1055 HIGH1031 HIGH1052</p>

<p>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. Demonstrate interpersonal and team working skills</p>	<p>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>On-line exercise tasks Written Reports Presentations In-class tests</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. 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</p>					

<p>effective listening, negotiating, persuasion and presentation.(GBM 3.9)</p> <p>Effective time management in terms of time, planning and behaviour (GBM 3.9),</p> <p>Communication and information technology- the comprehension and use of relevant communication and information technologies for application in Business & Management. (GBM 3.7, 3.9)</p> <p>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: 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</p> <p>Feedback and appraisal with placement organisation. Examinations Written Assessments</p> <p>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:</p>					

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.					
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, 3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Customer Service skills					
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	Primary: Workshops, Practical tasks, Online learning through VLE Case Studies. Secondary/ Supplementary: None	A3, A4, A5	ILO2, ILO3, ILO4, ILO5	Written communication IT exercises to test relevant skills. Case study analysis Numeracy tasks (on-line) Investigation of data sets Work Based Learning appraisal	HIGH1054 HIGH1055 HIGH1031 HIGH1057
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.

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 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>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, learning from work experience. Secondary/Supplementary: Guest speakers, case studies, individual and group research.</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 HIGH2041</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 student's WBL.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Show detailed knowledge of the main principles of enquiry used in</p>					

<p>business and the ability to evaluate the appropriateness of these different approaches to solving problems. (FHEQ)</p> <p>Use critical thinking, 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)</p> <p>Numeric and quantitative skills including data analysis, interpretation and extrapolation use models of business problems and phenomena (GBM 3.9)</p> <p>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:</p> <p>Identify and compare assumptions and theories, evaluate qualitative and quantitative information, to define terms and generalise appropriately.</p> <p>Evaluate and assess options and apply ideas in a range of situations</p>	<p>Primary: Class exercises, seminars simulations and discussions, workshops, academic tutorials.</p> <p>Secondary/ Supplementary: Case Studies, Reviews of business practice,</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>outside those in which they were first learned</p> <p>Discriminate between methodologies</p> <p>Extrapolate information and draw conclusions</p> <p>Recognise where lack of information or knowledge might impact solution proposed,</p>	<p>Problem Based Learning, feedback.</p>				
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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)</p> <p>Use numerical and quantitative methods to analyse and interpret data. GBM (3.9)</p> <p>Ability to analyse a range of information comparing alternatives methods and techniques (SEEC 201)</p> <p>Effective problem solving and decision making (GBM 3.9)</p> <p>Qualities and transferable skills necessary for employment and</p>					

progression to other qualifications requiring the exercise of personal responsibility and decision making					
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 prioritise a range of outcomes or solutions in problem solving.	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)	A 3, A4, A5	ILO3, ILO4, ILO5	Group task Reflective reports Written Reports Presentations	HIGH2039 HIGH2042 HIGH2058 HIGH2039
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: 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)					
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 of time planning and personal behaviour	Primary: Workshops, seminars, Work Based Learning, Role Play, Lecture, tutorials, Assessments, Feedback Secondary/ Supplementary: Feedback and appraisal with placement organisation	A3, A4, A5	ILO3, ILO4, ILO5	Work-based Learning related assignments Written Reports / Essays.	HIGH2057 HIGH2042 HIGH2039 HIGH2041
<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>					
Practical Skills:					

<p>Ability to conduct research into Business & Management issues. (GBM 3.9)</p> <p>Use a range of established techniques to initiate and undertake analysis of 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>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 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, Practical tasks, Online learning through VLE Case Studies</p> <p>Secondary/ Supplementary: (None)</p>	A3, A4, A5	ILO3, ILO4, ILO5	<p>Research reports Written Reports Group presentations Examinations</p>	<p>HIGH2039 HIGH2057 HIGH2042 HIGH2039 HIGH2041 HIGH2058</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</p>					

assessment schedule for the programme will be reviewed to identify where students can use and show mastery of the industry required practical skill sets.

PS3. 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.	WBL- students undertake a minimum of 10 weeks in placement in either 1 or 2 blocks Students prepare CVs as part of their professional	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.

Multiple interviews for placement. Payment in placement subject to satisfactory performance. Visits to business organisations. Employed Sector specialists, employed as part-time teaching staff. Guest lecturers	practice modules. An interviewing process involving partner organisations and all students is organised As part of the professional practice module the class visits 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				
<p>An explanation of this map:</p> <p>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</p>					

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 1 block. Students normally go back into placement with their Year1 placement organisation. Several modules have assessment linked to work placements	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Case Studies Critical appraisal of organisational practice. Presentations Reports Essays	HIGH2057 HIGH2039 HIGH2042 HIGH2039

	<p>Qualified part-time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules</p> <p>CPD Events held by professional bodies</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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Patricia Riley	OTHER MODULE STAFF: Andrew McGinnigle
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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: Patricia Riley	Date: 01/09/17	Approved by: Ben Bennett	Date: 01/09/17
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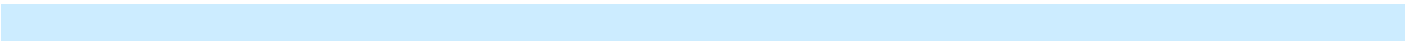
Recommended Texts and Sources:

- 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:	HIGH1055	MODULE TITLE:	Business Information Systems		
CREDITS: 20	FHEQ Level: 4	JACS CODE: G500			
PRE-REQUISITES: N/A	CO-REQUISITES: N/A	COMPENSATABLE: Yes			
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> 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 <i>Use HESA KIS definitions</i>					
		COURSEWORK			
		C1 (Coursework)	100%		
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Computing					
Professional body minimum pass mark requirement:					
MODULE AIMS: <ul style="list-style-type: none"> • 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: <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"> 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

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 119
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MODULE LEADER: Stuart Philip	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 of 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: Stuart Philip	Date: 01/09/17	Approved by: Ben Bennett	Date: 01/09/17
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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:	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

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: 2016/17	NATIONAL COST CENTRE: 133
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MODULE LEADER: Paul Mahrer	OTHER MODULE STAFF:
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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	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%	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: Paul Mahrer	Date: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Frederik Tonsberg	OTHER MODULE STAFF:
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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% Total = 100%	Computer Test – MyAccountingLab Online Test. ALOs 1-4
Coursework	C1	Group project Case Study	33% 67% Total = 100%	ALOs 1-4 ALOs 1-4

Updated by: Frederik Tonsberg	Date: 01/09/16	Approved by: Ben Bennett	Date: 01/09/16
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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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Ross Henderson	OTHER MODULE STAFF:
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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.)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
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: Ross Henderson	Date: 21/09/17	Approved by: Ben Bennett	Date: 21/09/17
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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

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	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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Andrew Webb	OTHER MODULE STAFF:
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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 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%	ALO1; ALO2; ALO3
Coursework	C1	Work-based assignment	Total = 100%	ALO3; ALO4;

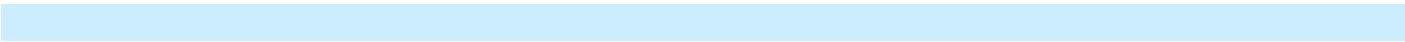
Updated by: Andrew Webb	Date: 01/09/17	Approved by: Ben Bennett	Date: 01/09/17
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1. **Recommended Texts and Sources:**

- Keenan, D. and Riches, S. (2007) *Business Law* (8th edition) Longman
- Macintyre, E. (2010) *Business Law* (5th edition) Longman
- Adams, A (2010) *Law for Business Students* (6th edition) Longman
- Nairns, J (2008) *Employment Law for Business Students* (3rd edition) Pearson Education
- Painter and Holmes (2008) *Cases & Materials on Employment Law* (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		
CREDITS:	20	FHEQ Level:	5	JACS CODE:	N600
PRE-REQUISITES:	None	CO-REQUISITES:	None	COMPENSATABLE:	Y
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> 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 <i>Group to which module should be linked:</i> 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 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: <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"> 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: 2017/18	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: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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.

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:

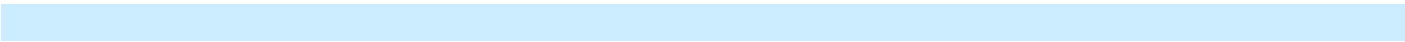
- Develop knowledge and understanding of the theory of economics.
- Relate economic theory to current business issues.
- Apply economic tools in business situations.

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

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: 2017/18	NATIONAL COST CENTRE: 129
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MODULE LEADER: Ben Bennett	OTHER MODULE STAFF:
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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: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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:	HIGH2041	MODULE TITLE:	Human Resource Management		
CREDITS: 20	FHEQ Level: 5	JACS CODE: N600			
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y			
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> 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: <ul style="list-style-type: none"> • 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: <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"> 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

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ACADEMIC YEAR: 2017/18	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: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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.*

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:

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

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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Auberon Ashbrooke	OTHER MODULE STAFF:
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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: Auberon Ashbrooke	Date: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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		
CREDITS: 20	FHEQ Level: 5	JACS CODE: N100			
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y			
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> 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: <ul style="list-style-type: none"> 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: <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 an in-depth understanding of operations strategy. Demonstrate detailed knowledge and understanding of the tools and concepts used to: ensure the effective implementation and operation of business processes. Select appropriate techniques to evaluate the risks faced in the implementation and running of a business operation and identify suitable contingency plans. 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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Auberon Ashbrooke	OTHER MODULE STAFF: None
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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 or 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: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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: <i>(max 425 characters)</i> 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.
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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
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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 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.
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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 knowledge and understanding of the theory and concepts underpinning marketing plans and strategies in the sector. 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. 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.
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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: 2017/18	NATIONAL COST CENTRE: 133
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MODULE LEADER: Christopher Journeaux	OTHER MODULE STAFF:
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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: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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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