



Highlands
University
College Jersey

**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

PROGRAMME QUALITY HANDBOOK 2017 - 18

FdA Sport & Management

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1. Welcome and Introduction to FdA Sport & Management

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

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

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

2. Programme Specification

Programme Title: FdA Sport & Management

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

Partner Delivering Institution: Highlands College

Start Date: 2015-16

First Award Date: July 2016 Full-time, July 2017 Part-time

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

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education¹. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes².

¹QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf> . last accessed 28th July 2014 [n.b. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']

² If required please contact Academic Partnerships Programme Administration for assistance.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Highlands College, Jersey
Accrediting Body:	N/A
Language of Study:	English ³
Mode of Study:	Full Time / Part Time
Final Award:	FdA Sport & Management
Intermediate Award:	
Programme Title:	FdA Sport & Management
UCAS Code:	N/A
JACS Code:	N800
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) Foundation Degree Qualification Benchmark (FDQB). QAA Subject Benchmark for Hospitality, Leisure, Sport and Tourism. QAA Subject Benchmark for General Business and Management.
Date of Programme Approval:	May 2015

PS2. Brief Description of the Programme

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

The FdA Sport & Management programme has been designed with the active help of the sports sector in Jersey and in partnership with Plymouth University. It develops a thorough knowledge and understanding of the importance and contribution of sports, sporting organisations and outdoor activities to the local population. Students also develop knowledge of theory underpinning sports promotion, sports coaching and sports management along with the skills to develop, analyse, and implement fitness and coaching programmes and sports business plans.

To develop the personal and professional skills required students must undertake extensive periods of Work-based Learning placement in sport, health or leisure-related business organisations which operate in Jersey. Work-based Learning placements not only allow the development of personal and professional skills but support student learning as academic theory can be linked to work practices.

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

NA

³ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

PS4. Exceptions to Plymouth University Regulations

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

None

PS5. Programme Aims

The programme will deliver:

A1: An informative and challenging programme of study which develops detailed knowledge and understanding of sports organisations, their systems and processes, and the changing environment in which they operate. It will also develop the student's detailed knowledge of the theories, models and frameworks underpinning sports performance, participation and management.

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

A3: The opportunity to build a range of transferable skills including communication skills ensuring the ability to communicate effectively using both qualitative and quantitative information through a range of media.

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

A5: Customer service skills, sports coaching skills, IT Skills, numerical skills, literacy-based skills and other industry-specific practical skills.

PS6. Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate detailed knowledge and understanding of the main concepts and principles which underpin the study of sport and management.

ILO2: Apply, evaluate and interpret these concepts and principles using a range of approaches within the sports context, and understand the limits of their knowledge and how that influences their analysis and interpretation. To problem solve and propose solutions.

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

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

ILO5: To use professional and practical skills relevant to a range of sports organisations and employers such as customer service skills, sports coaching skills, IT skills (both generic and specific to the sector). To use literacy skills and numeracy skills in academic study and in employment.

PS7. Distinctive Features

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

The FdA Sport & Management is specifically designed to reflect the employment opportunities available in the area of sport and management and other business sectors where management and team-development skills are a pre-requisite. The number of graduates entering the sports industry is increasing. Potential employers are looking more and more towards vocational expertise and experience to complement academic qualifications. This course has embedded industrial placements in a range of sectors including business, leisure, sports coaching, fitness, outdoor adventure, education and event management, giving students the opportunity to gain the industrial experience and relevant sporting skills that employers are seeking from today's graduates. The course aims to develop students' academic and professional skills relevant to sport management in the public, private and voluntary sectors, in Jersey and the UK. What role does sport play in society? Who plays sport and why? How is sport managed and delivered? How does psychology impact on physical activity participation and adherence? What are the physical and mental benefits of sport and physical activity? How do sport and leisure organisations market their products and services? How did sport develop? How do we utilise project management tools and techniques to run an event successfully? What is the legacy of events like the Olympic and Island Games and what is the economic benefit? These are the types of questions that a foundation degree in Sport and Management will help students to answer.

PS8. Student Numbers

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

Minimum student numbers per stage = 6

Target student numbers per stage = 12

Maximum student numbers per stage = 15

PS9. Progression Route(s)

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

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

For students who have completed HIGH2039, Macro and Micro Economics:

- BA (Hons) Business & Management, (Plymouth University validated), Highlands College. Direct entry to one year top up programme.
- BA (Hons) Business degree taught at Plymouth University. Direct entry to Stage 3.

For students who have completed HIGH2059 Psychology of Physical Activity:

- BA (Hons) Sport Development, University of St Mark and St John, Plymouth.

Other Higher Education degree providers also recognise the FdA Sport & Management degree as an entry qualification to the third year of their sport-related degree programmes.

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

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	Minimum of 5 GCSEs at Grade C or 4 including Maths and English.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate / Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers	Minimum of 64 UCAS points Two A Levels at C grade, or equivalent, but subject to interview. When English is not the first language of the applicant they will need to achieve 6.5 in the IELTS examination.
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Considered on individual merit
APEL / APCL⁴ 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 a topical issue, such as the legacy of the Olympic Games.

⁴ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

Independent Safeguarding Agency (ISA) / Criminal Record Bureau (DBS) clearance required:	As students may take part in a number of WBL settings they must complete a Disclosure and Barring Service (DBS) check at their own expense.
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PS11. Academic Standards and Quality Enhancement

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

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

Subject External Examiner(s):

The list below indicates the modules allocated to the Sport & Management External Examiner for this titled programme. The other modules are allocated to the External Examiner for Business & Management and the External Examiner for Financial Services.

HIGH1041 The Sport and Fitness Industries

HIGH1038 Applied Sports Coaching

HIGH1051 Business Relationship and Customer Service Management

HIGH1053 Planning for Sport and Events

HIGH2059 Psychology of Physical Activity

HIGH2060 Business Enterprise in Outdoor Adventure

Additional stakeholders specific to this programme:

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

Organisations are also engaged through a number of different processes. Staff within the college have a wide network of contacts across the sport sector, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussion are held with a network of senior managers in a range of organisations including The States Department of Education Sport and Culture.

PS12. Programme Structure⁵

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

FHEQ level: 4 For: FdA Sport & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 1	All Year	All are Core Modules	20	HIGH1054 Professional practice
			20	HIGH1041The sport and fitness industries
			20	HIGH1038 Applied sports coaching
			20	HIGH1051 Business relationship and customer service management
			20	HIGH1057 Business accounting
			20	HIGH1053 Planning for sport and events
FHEQ level: 5 For: FdA Sport & Management Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 2	All Year	Core	20	HIGH2043 Marketing
		Core	20	HIGH2057 People & organisations
		Optional	20	HIGH2059 Psychology of physical activity
		Optional	20	HIGH2039 Macro and micro economics*
		Core	20	HIGH2038 Physical movement in the lives of children
		Core	20	HIGH2058 Research, analysis and decision making
		Core	20	HIGH2060 Business enterprise in outdoor adventure

(HIGH2039 Macro and Micro Economics)* For students intending to progress to BA Hons top ups in Business subjects either at Plymouth University or at Highlands College.

⁵ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

FHEQ level: 4 For: FdA Sport & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	All Year	All are Core Modules	20 20 20	HIGH1054 Professional practice HIGH1041 The sport and fitness industries HIGH1038 Applied sports coaching

FHEQ level: 4 For: FdA Sport & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	All Year	All are Core Modules	20 20 20	HIGH1051 Business relationship and customer service management HIGH1057 Business accounting HIGH1053 Planning for sport and events

FHEQ level: 5 For: FdA Sport & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
3	All Year	Core Core Optional Optional	20 20 20 20	HIGH2043 Marketing HIGH2057 People & organisations HIGH2059 Psychology of physical activity HIGH2039 Macro and micro economics

(HIGH2039 Macro and Micro Economics)* Alternative dependent on the progression route.

FHEQ level: 5 For: FdA Sport & Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
4	All Year	All are Core Modules	20 20 20	HIGH2038 Physical movement in the lives of children HIGH2058 Research, analysis and decision making HIGH2060 Business enterprise in outdoor adventure

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁶

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

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

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding: Explain the development and differentiation of sport through social and economic theory (HLST 6.20), Knowledge and understanding of sport organisations, the external environment they operate in and how they are					

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

managed. (GBM 3.2) (HLST 6.20) Appreciation of the relationship between sport, exercise activity and health. Theories which underpin sport coaching methods, the impact of sport on society (HLST 6.2,6.3,6.4,6.17,6.18,6.20) Concepts and principles of business related to sport. (GBM3.7)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Demonstrate a basic appreciation of the nature and context of sport organisations, their management and of the sport sector. Be able to articulate a broad understanding of the knowledge base and terminology related to sport and management. Articulate the breadth of benefits of sport related to health. Demonstrate knowledge of concepts and principles of business including financial management and customer service.	Primary: Lectures, tutorials and seminars Practical exercises Directed independent study Learning from work experience External visits to different organisations and facilities Secondary/ Supplementary: Case studies Preparation for presentations, Research exercises .	A1, A3, A5	ILO1, ILO2,	Coursework Written reports Essays Examinations Presentations In-class tests Practical Assessments	HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Knowledge and understanding are developed through, lectures, workshops, practical sessions, online learning, independent and group study, etc. and enhanced by guest speakers, organisational visits and the teaching of industry professionals in specific modules. Assessment is through a range of methods including course work examination, in-class tests and presentations.					
Cognitive and Intellectual Skills: An ability to identify, interpret and present qualitative and quantitative information to develop lines of argument					

and decision making in accordance with basic theories and concepts (FHEQ). Collect information from a variety of authoritative sources to inform a choice of solutions to standard problems(SEEC 2010) Evaluate fitness levels and effective coaching performance (HLST 6.21)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Analyse and apply a range of business processes related to sport organisations e.g. planning events, financial analysis Evaluate coaching strategies.	Primary: Lectures and seminars Class exercises Reflective accounts of practice Tutorial/seminar discussions to offer opportunities to clarify ideas Feedback via coursework, Assessment process Presentations Practical exercises Fieldwork in work placement Secondary/ Supplementary: Case studies / Problem-based learning	A1, A2	ILO1, ILO2	Reflective reports/ portfolios Written reports Essays Presentations In-class tests	HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: At this level students are supported in developing cognitive skills through in class exercises, including discussion and debate, through reviewing case studies and business practice and through problem-based learning. These skills are tested in in reports, group work, course work and presentations.					
Key Transferable Skills:					

<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>(HSLT 6.18, 6.21)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.</p> <p>Evaluate their own strengths and weaknesses, and identify areas requiring further development</p> <p>Identify, locate, evaluate and use information appropriate to the task in hand.</p> <p>Work independently and in a team in a manner that is effective and meets professional requirements.</p>	<p>Primary:</p> <p>Lectures and seminars</p> <p>Work-based learning</p> <p>Research exercises and projects</p> <p>Group work awareness and practice</p> <p>Practical exercises</p> <p>Secondary/</p> <p>Supplementary:</p> <p>Class, seminar and work-based interactions, feedback and assessments</p> <p>Presentations</p> <p>WBL Feedback and appraisal with placement organisation.</p>	A3, A4	ILO3, ILO4	<p>Reflective reports/</p> <p>In- organisation appraisals</p> <p>On-line exercise tasks</p> <p>Written reports</p> <p>Presentations</p> <p>In-class tests</p>	<p>HIGH1054</p> <p>HIGH1038</p> <p>HIGH1051</p> <p>HIGH1053</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Transferable skills are taught in a number of different ways across the programme and in different modules. The initial skill set is the focus of the Professional Practice module, where the personal transferable skills are taught, discussed, evaluated and</p>					

embedded. These are strengthened through WBL, feedback from organisation mentors and the WBL tutor. They are assessed in different ways in different modules					
Employment Related Skills: Recognise how law and regulations impact on sports events. Analyse the needs of business stakeholders. Recognise the centrality of customer experience. Interpret basic financial information Works effectively with others and recognises the factors which impact on team performance. (SEEC 2010) Interpersonal skills of effective listening, negotiating, persuasion and presentation. (GBM 3.9) Effective time management in terms of time, planning and behaviour (GBM 3.9), Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management. (GBM 3.7, 3.9) Self-reflection and self-awareness (GBM 3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Develop effective event project plans Develop safe and effective training programmes Implement coaching strategies and	Primary: Projects Practical exercises Lectures and tutorials Work-based learning Secondary/ Supplementary:	A1, A4, A5	ILO2, ILO3, ILO4, ILO5	Reflective journal / portfolio Personal Development plan Written assessments	HIGH1054 HIGH1038 HIGH1051 HIGH1057 HIGH1053

review their performance in delivering those strategies. Analyse basic level financial information. Be able to work as part of a team.	Coached activities within the work placement			IT exercises to test relevant skills.	
An explanation for embedding Employment-related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skills are taught throughout the programme and as well as being assessed on the programme are enhanced through work-based learning tasks and the behaviours required to work within the placement.					
Practical Skills: Successful application in the workplace of a range of skills learnt through the programme (FHEQ) Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business, management and sport. (GBM 3.7, 3.9) Numeracy and quantitative skills including data analysis(GBM 3.9) Customer Service skills (HLST6.10) Coaching skills (HLST 6.21)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Use a range of standard IT systems and software within defined contexts to communicate, manipulate data prepare presentations and written reports. Demonstrate customer service skills and sport coaching skills.	Primary Projects Practical exercises Lectures and tutorials Work-based learning Secondary/ Supplementary: Feedback and appraisal with placement organisation.	A3, A4, A5	ILO3, ILO4, ILO5	Reflective journal/portfolio Written assessments PDP In-class tests	HIGH1038 HIGH1051 HIGH1057 HIGH1053
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Practical skills are taught within workshops, practical exercises, seminars, VLE online exercises, formative assessment and					

student-led feedback. Practical and computer based assessments of skills gained are then undertaken by students.

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding: Understanding and applying the theories, concepts and principles from the generic management areas related to sport. (HLST 5.2,5.3) (FHEQ) Demonstrate knowledge and understanding of organisations, their external environment, management and responses to change. Within this framework show knowledge of a range of sectors including markets, customers, strategy, people, organisations process and cross sector issues.(GBM 31-3.7) Show detailed knowledge of well-established principles of marketing. (SEEC 2010) Appraise and evaluate the effects of sport and exercise (HLST6.17) Appreciation of the relationship between sport and exercise activity; intervention with children (HLST6.17)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify, compare and evaluate key theories, concepts and agreed best practices in sport, and in different areas of business and management e.g. such</p>	<p>Primary: Lectures, seminars, workshops, directed independent study, academic tutorials, learning from work experience.</p>	<p>A1, A2, A3, A4, A5</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5</p>	<p>Coursework Written reports Essays Examinations Presentations Group practical assessments</p>	<p>HIGH2060 HIGH2038 HIGH2057 HIGH2043</p>

<p>as economics, finance, leadership, human resource management, operational management.</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>Evidence knowledge of the impact of physical activity on children's development.</p>	<p>Secondary/ Supplementary: Guest speakers, case studies, individual and group research</p>				
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <p>Core delivery of knowledge and understanding will be through, lecture, seminars, directed reading, independent study and group tutorials. Understanding will be tested through the student's ability to appraise theories and concepts and best practice. Some of this will include appraisal of concepts, policies and practices engaged with during the students' WBL.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Show detailed knowledge of the main principles of enquiry used in business and the ability to evaluate the appropriateness of these different approaches to solving problems. (FHEQ)</p> <p>Use analysis and synthesis to identify assumptions and evaluate evidence.</p> <p>Use appropriate quantitative and qualitative skills to identify and formulate solutions to business problems. (GBM 3.9) (HSLT5.2)</p> <p>Numeric and quantitative skills including data analysis, interpretation and extrapolation; use models of business problems and phenomena (GBM 3.9)</p>					

(HSLT5.2) Individuals should understand the limits of knowledge with respect to the sector and the impacts this has on their analysis and interpretation of information. (FHEQ)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Identify and compare assumptions and theories, evaluate qualitative and quantitative information, to define terms and generalise appropriately. Evaluate and assess options and apply ideas in a range of situations outside those in which they were first learned. Discriminate between methodologies Extrapolate information and draw conclusions. Recognise where lack of information or knowledge might impact strategies developed.	Primary: Class exercises, seminars simulations and discussions, workshops, academic tutorials Secondary/ Supplementary: Case studies, reviews of business practice, problem-based learning, feedback	A1, A2, A3	ILO1, ILO2	Research report Examinations Written reports Essays Presentations	HIGH2058 HIGH2060 HIGH2038 HIGH2043
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed in lectures, class discussion and debate using case studies, problem based learning and appraisal of organisational processes and practices. Assessment will be focused on students evidencing their academic and reflective skills to demonstrate they have achieved the learning outcomes.					
Key Transferable Skills: Effective communication using a range of media and forms including the development and presentation of business reports. (GBM3.9) (HSLT5.2) Use numerical and quantitative methods to analyse and interpret data. (GBM3.9) Ability to analyse a range of information					

<p>comparing alternatives methods and techniques (SEEC 2010)</p> <p>Effective problem solving and decision making (GBM 3.9)</p> <p>Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal reflection responsibility and decision making (HSLT5.2)</p> <p>Work effectively independently and with others (HSLT5.2)</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Produce communication in a range of formats and media including writing business reports.</p> <p>Use analytical tools and methods.</p> <p>Use a range of IT packages and computing software.</p> <p>Identify and priorities a range of outcomes or solutions in problem solving.</p>	<p>Primary:</p> <p>Workshops,</p> <p>In class exercises.</p> <p>Course essays and reports</p> <p>Tutorials.</p> <p>Seminars, work-based learning, role play,</p> <p>Self-directed learning.</p> <p>Peer review</p> <p>Presentations</p> <p>Secondary/</p> <p>Supplementary:</p> <p>None</p>	<p>A2, A3,</p> <p>A4, A5</p>	<p>ILO3,</p> <p>ILO4,</p> <p>ILO5</p>	<p>Group task</p> <p>Research report</p> <p>Group practical assessment</p> <p>Examination</p>	<p>HIGH2058</p> <p>HIGH2060</p> <p>HIGH2043</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Key transferable skills are an integral part of the students personal and academic development as well as their engagement with work based learning. These are tested in a range of activates and assessments across a range of modules including WBL.</p>					
<p>Employment-related Skills:</p> <p>Interacts effectively with a team, giving and receiving information and ideas and modifying responses where appropriate.</p> <p>Is aware of personal and responsibility</p>					

and professional codes of conduct. (SEEC 2010) Have interpersonal skills of effective listening, negotiation, persuasion and presentation. (GBM 3.9) Show evidence of the skills required to evaluate sports performance (HSLT 6.18) Demonstrate an appreciation of sport development and facilitation principles. (HSLT 6.18)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Show an understanding of operational process and strategies. Evaluate marketing strategies. Understand the impact of human resources management practices on an organisation. Work as an effective member of a team, communicate with colleagues, take personal responsibility, be self-aware and self-manage in terms of time planning and personal behaviour.	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	A3, A4, A5	ILO2, ILO3, ILO4, ILO5	Case study analysis Examinations Written assessments Group practical assessment	HIGH2060 HIGH2057 HIGH2043
An explanation for embedding Employment-related Skills through Teaching & Learning and Assessment at this level of the programme: Employment-related skills are linked to a number of modules which give specific knowledge related to skills for specific areas such as marketing or use economic methodologies for analysis of business contexts. The more general employment related skill set is tested through the breadth and types of assessment practiced throughout the programme and through WBL and organisational feedback.					
Practical Skills: Show evidence of the skills required to evaluate sports performance (HSLT 6.18)					

<p>Demonstrate an appreciation of sport development and facilitation principles. (HSLT 6.18).</p> <p>Ability to conduct research into business and management issues. (GBM 3.9)</p> <p>Use a range of established techniques to initiate and undertake analysis of important information, and to propose solutions to problems arising from that analysis (FHEQ)</p> <p>Effective use of communication and information technology business applications. (GBM 3.9)</p> <p>Operate and effectively manage resources (HSLT 6.3)</p> <p>Plan and control an event (HSLT 6.3).</p>					
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Run an outdoor event as part of a team.</p> <p>Use, evaluate and appraise a range of IT systems and software using these outside the context they were first developed in.</p> <p>Prepare spreadsheets, manipulate data, use mathematical modules, prepare presentations to a high standard using a variety of media and methods presentations and written reports.</p> <p>Present information to an audience recognising its requirements and the limits of its knowledge.</p>	<p>Primary:</p> <p>Workshops,</p> <p>Practicals,</p> <p>In class exercises.</p> <p>Course essays and reports</p> <p>Tutorials.</p> <p>Seminars, work-based learning, role play,</p> <p>Self-directed learning.</p> <p>Peer review</p> <p>Presentations</p> <p>Secondary/</p> <p>Supplementary:</p> <p>None</p>	A3, A4, A5	ILO3, ILO4, ILO5	Case study analysis Examinations Written assessments Group practical assessment	HIGH2058 HIGH2060 HIGH2057

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
Having established a practical skill set in the first year of their studies IT skills will be further extended in Year 2 specifically through HIGH2058 Research analysis and decision making. Industry relevant practical skills will also be developed in HIGH2060, Business enterprise in outdoor adventure.

PS14. Work Based/Related Learning⁷

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

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Extensive Work-based Learning placements in organisations. Researching the sector and individual organisations. Preparation of CV Multiple interviews for placement Visits to sport sector and related business organisations. Sector	WBL - Students prepare CVs as part of their professional practice modules. An interviewing process involving partner organisations and students is organised As part of their studies the class visits sport/business organisations in the locality.	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Reflective Journal/ portfolio. Portfolio of evidence. Presentations Reports Essays Practical Assessments	HIGH1054 HIGH1041 HIGH1038 HIGH1051 HIGH1057 HIGH1053

⁷ The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

specialists, employed as part-time teaching staff. Guest lecturers Study tour	Qualified part- time lecturing staff are drawn from the sector. Guest lecturers with specialist knowledge contribute teaching in specific modules				
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An explanation of this map:

Work-based Learning is fundamental to the learning experience of the FdA Sport & Management. Preparation for placement including research, CV preparation, interviews with placement organisations, Work etiquette, WBL, mentoring within the organisation, programme support are all provided through the professional practice module. Assessment is focused around reflective work and the student's engagement with the placement organisation. The work-placements are designed to give students sufficient exposure to industry in order to gain relevant industry skills and – potentially – qualifications. Students are expected to complete the full amount of work-based learning in order to achieve their foundation degree. Under exceptional circumstances, cases may be considered individually. The responsibility for securing and maintaining a work placement is the student's; however, the course team will provide full support.

This means that: Students on FdA Sport & Management must normally complete at least 20 days of work-based learning in stage one; and 10 days in stage two in order to achieve their foundation degree. Students on FdA Business & Management and FdA Financial Services must normally complete at least 40 days of work-based learning in stage one; and 20 in stage two in order to achieve their foundation degree.

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
WBL placement, Module practical activities, Site visits, Organisational visits Sector specialists,	WBL - students undertake a number of extended block placements. This may be with a more than one placement	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Reflective journal/ portfolio. Portfolio of evidence. Presentations Reports Essays Group and	HIGH2058 HIGH2060 HIGH2038 HIGH2057 HIGH2043

employed as part-time teaching staff. Guest lecturers Study tour	organisation to enable the student to gain a wider or different experience of the sector			individual practical Assessments	
<p>An explanation of this map: Having established a practical skill set in the first year of their studies this will be further extended in Year 2. Research analysis and decision-making module will strengthen IT and data analysis skills, A number of modules relate student experience and observation in placement to theory and best practice through the assessment and PBL learning. Further sector specific skills are developed through HIGH2059.</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
CREDITS: 20	FHEQ Level: 4	JACS CODE:	N190
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y	

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

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

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

		COURSEWORK			
		C1 (Coursework)	100%		

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

MODULE AIMS:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 133																		
MODULE LEADER: Patricia Riley	OTHER MODULE STAFF:																		
SUMMARY of MODULE CONTENT <ul style="list-style-type: none"> 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] <table border="1"> <thead> <tr> <th>Scheduled Activities</th> <th>Hours</th> <th>Comments/Additional Information</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>50</td> <td></td> </tr> <tr> <td>Visits</td> <td>24</td> <td></td> </tr> <tr> <td>Work based learning</td> <td>40</td> <td>Reflecting on performance in the workplace</td> </tr> <tr> <td>Guided independent learning</td> <td>86</td> <td>Wider reading; professional development activities in the workplace</td> </tr> <tr> <td>Total</td> <td>200</td> <td>(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)</td> </tr> </tbody> </table>		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.)
Scheduled Activities	Hours	Comments/Additional Information																	
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Work based learning	40	Reflecting on performance in the workplace																	
Guided independent learning	86	Wider reading; professional development activities in the workplace																	
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<table border="1"> <thead> <tr> <th>Category</th> <th>Element</th> <th>Component Name</th> <th>Component Weighting</th> <th>Comments include links to learning objectives</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Coursework</td> <td rowspan="3">C1</td> <td>Personal Development Plan.</td> <td>50%</td> <td rowspan="3">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</td> </tr> <tr> <td>Work-based learning documentation</td> <td>50%</td> </tr> <tr> <td>Total = 100%</td> <td></td> </tr> </tbody> </table>		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%					
Category	Element	Component Name	Component Weighting	Comments include links to learning objectives															
Coursework	C1	Personal Development Plan.	50%	Students will present evidence of the personal development planning, linked to the work-placement. ALO 2,3,4, Each student will be assessed on their work based learning (WBL). ALO 1,2,4															
		Work-based learning documentation	50%																
		Total = 100%																	
Updated by: David Kaye	Date: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16																
Recommended Texts and Sources: <ul style="list-style-type: none"> Cottrell, S., 2008. <i>The Study skills handbook</i>. 3rd ed. Palgrave Macmillan Hepworth, A., 2011. <i>Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development</i>. Universe of Learning Limited McMillan K & Weyers, J. (2012) <i>The Study Skills Book</i>, Harlow, Prentice Hall 																			

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

MODULE CODE:	HIGH1057	MODULE TITLE:	Business Accounting
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N400
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

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

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
T1 (Test)	25 %	C1 (Coursework)	75%		

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

MODULE AIMS:

Module aims are to:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 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	33%	ALOs 1-4
		Case Study	67% Total = 100%	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

MODULE AIMS:

The module aims to enable students to:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

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

DATE OF APPROVAL:	June 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09.2015.	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/18		NATIONAL COST CENTRE: 133		
MODULE LEADER: Ross Henderson		OTHER MODULE STAFF:		
SUMMARY of MODULE CONTENT				
<ul style="list-style-type: none"> Stakeholder profiles, analysing wants, needs, strengths and weaknesses. Theories and models associated with understanding and analysing customer service and the customer experience. Managing relationships Nature of service, services versus goods, evolution of services marketing as an academic sub-discipline, classification of services. The extended enterprise: value chains, supply chains, outsourcing; strategy, organisation, benefits and risk Communication in relationship management, including sector associations, organisational and personal networks IT systems to support relationship management Service design and delivery – blueprinting and service mapping, benchmarking, complexity, diversity and lines of visibility, roles/scripts of employees. Service quality and satisfaction – expectations of services, dis-confirmation/gap theories, relationship between service quality and satisfaction. 				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities	Hours	Comments/Additional Information		
Lectures	48			
Guided Independent Learning	72	Areas of focus for reading provided within lectures, seminars , workshops and assessment briefs		
Work-based learning	80	Research into the service and RM processes at the placement organisation		
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)		
Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business Report	Total = 100%	Meets ALOs 1, 2 3, and 4 Links to all ALOs through the process of reflection and critical self-awareness
Practical	P1	Individual Presentation	Total = 100%	Meets ALOs 1 and 2
Updated by: David Kaye		Date: 01/09/16	Approved by: Frederik Tonsberg	
			Date: 01/09/16	
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: HIGH1038	MODULE TITLE: Applied Sports Coaching	
CREDITS: 20	FHEQ Level: 4	JACS CODE: C610
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module looks at the theory and methods that underpin coaching practice. In addition, this module develops the student's knowledge and skills when coaching.		
ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>		
WRITTEN EXAMINATION	COURSEWORK	PRACTICAL
E1 (Examination)	C1 (Coursework) 80%	P1 (Practical) 20%
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Sport		
Professional body minimum pass mark requirement: N/A		
MODULE AIMS: This module aims to enable students to develop knowledge and understanding of: <ul style="list-style-type: none"> The theory that underpins coaching. The coaching methods used for different sports. The skills in the application of coaching individuals. The practical skills in the effective planning, delivery and evaluation of coaching. 		
ASSESSED LEARNING OUTCOMES: <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 a range of theories that underpin coaching in sport and analyse why particular methods will be effective with individuals and various sports. Demonstrate the ability to implement the effective planning, delivery and evaluation of coaching. 		
DATE OF APPROVAL: 03/2013	FACULTY/OFFICE: Academic Partnerships	
DATE OF IMPLEMENTATION: 09/2013	SCHOOL/PARTNER: Highlands College	
DATE(S) OF APPROVED CHANGE: .	TERM/SEMESTER: All Year	
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/18

NATIONAL COST CENTRE: 108

MODULE LEADER: Andrew McGinnigle

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Underpinning theory of coaching, skills acquisition and retention
- Coaching, teaching and learning styles that can be used to develop & motivate athletes
- Methods used by sports coaches to assess and manage the needs of athletes/ Individual differences
- Formal guidelines, codes, protocols and practices used in sports coaching
- Planning and initial assessment and analysis of performance of sports performers
- Training programmes to support the development of selected sports performers
- Planning and managing coaching sessions that meet the needs of selected sports performers
- Review of coaching performance and planning for future practice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/practical sessions	50	
Guided independent learning	90	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Work based learning	40	Research into the service and RM processes at the placement organisation
Seminars	20	
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Course work	Total = 100%	The candidate will use underpinning theories related to coaching, learning and assessment to produce and justify a coaching session plan to meet the development needs for a group of selected performers. The candidate will then review their given session, suggesting recommendations for their future development. ALO 1 & 2
Practical	P1	Practice	Total = 100%	The delivery of a practical sports coaching session. ALO 2

Updated by:
Andrew McGinnigle

Date:
16/4/15

Approved by:
Ben Bennett

Date:
16.04.15

Recommended Texts and Sources:

- Cassidy, T. G., Jones, R. L. & Potrac, P., 2008. *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice*. 2nd ed. Routledge
- Dick F.W., 2007. *Sports Training Principles*. 5th ed. A & C Black Publishers Ltd.
- Gordon, D., 2009. *Coaching Science*. Learning Matters
- Lyle, J., ed. & Cushion, C., ed., 2010. *Sports Coaching: Professionalisation and Practice*. Churchill Livingstone
- Magill, R, A., 2010 *Motor learning and control: Concepts and applications*. 9th ed. McGraw-Hill
- Rosenblatt, B. (2014) *Performance Training for Sports*. Champaign, IL: Human Kinetics.
- Whitmore, J., 2009. *Coaching for Performance: GROWing Human Potential and Purpose the Principles and Practice of Coaching and Leadership*. 4th ed. Nicholas Brealey Publishing
- International Journal of Sports Science & Coaching
- Journal of Athletic Training

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

MODULE CODE:	HIGH1041	MODULE TITLE:	The Sport & Fitness Industries
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CREDITS: 20	FHEQ Level: 4	JACS CODE: C640
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i>
The sport and fitness sector is one of the fastest growing sectors in most developed economies. This module examines the activities that make up the sector, their development and economic impact, the key stakeholders and how they have influenced the development of the sector.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to enable students to develop knowledge and understanding of:
1. The growth and development of the sport, exercise and fitness sectors: their environment, governance, structure, regulation and modes of operation.
2. A wide range of strategies that have been used (both successfully and unsuccessfully) to promote participation and develop commercial enterprise within the sport, exercise and fitness sectors.
3. The main sources and reliability of information about the sector.

ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i>
At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and understanding of:
<ul style="list-style-type: none"> The growth and impact of the sport, exercise and fitness sectors on society and the economy. How sport, exercise and fitness are provided. The role of government, governing bodies and other stakeholders on the organisation and development of sport, exercise and fitness. Current issues that affect sport, exercise and fitness.
2. Identify the main sources of information related to the sports sectors and understand how to use that information to analyse current developments in the sector.

DATE OF APPROVAL:	June 2013.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	September 2013	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED 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:
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MODULE LEADER: Ross Henderson	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

- Types of sport facilities, activities and their providers, analyse growth of each sector
- Future trends and influences on the sectors
- Review the Organisation, management and governance of selected providers
- Mission, values and objectives of selected providers
- Role of the government depts., PE and Sports policy, Government's role in health
- Analysis of Government policies and its impact on each sector
- Stakeholders (e.g. Governing bodies, associations) and their role, organisation, aims and influence
- Laws, regulations, standards and ethics relating to development & impact on operations and consumers
- Impact & current issues pertaining to Sport, exercise and fitness
- Strategies to increase sports participation and develop commercial sports enterprises
- Sources of information on the sports sector

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/Seminars	50	
Guided independent learning	40	
Work based learning	86	
Visits	24	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Coursework	50%	This might include the development of a case study on a selected provider from the sport or exercise and fitness sector. ALO1
		Coursework	50%	This might include an essay which evaluates the implementation and success of a strategy by a provider in a selected locality from within the sport, or exercise and fitness sector. ALO1 & ALO2
			Total = 100%	

Updated by: Glenda Rivoallan	Date: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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Recommended Texts and Sources:

- Trimble, L. ET AL. (2010) Sport in the UK (Active Learning in Sport Series)
- Bloyce, D & Smith, A., 2009. *Sport Policy & Development: An Introduction*. London: Routledge
- Leeds, M. A & Von Allmen, P., 2007. *The Economics of Sports*. 3rd ed. Pearson
- Hylton, K. & Bramham, P. ed. 2007. *Sports Development: Policy, Process and Practice*. 2nd ed. London: Routledge
- Roberts, K., 2004. *The Leisure Industries*. London: Palgrave Macmillian
- Torkildsen, G., 2005. Leisure and Recreation Management. 5th ed. Routledge
- Anderson, J., 2010. *Modern Sports Law: A Textbook*. Hart Publishing
- Hoye, R & Cuskelly, G. (2006) Sport Governance (Sport Management)

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

MODULE CODE:	HIGH1053	MODULE TITLE:	Planning for Sport & Events
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CREDITS: 20	FHEQ Level: 4	JACS CODE: N800
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> Successful sports events and projects are founded on 1. Sound planning and 2. Effective implementation. This module considers the first of these and examines the theory and practice of event and project planning in the sports sector.
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ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50 %

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS: To enable students to develop effective project plans for sports events, activities and facilities that will underpin the timely completion (to budget and scope) and their safe and effective operation.
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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"> 1. Demonstrate knowledge and understanding of the concepts and principles associated with the planning of sport and/or events. 2. Use tools to model and evaluate different options, including finances, processes, risks and project management process. 3. Develop effective project plans.

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

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

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

ACADEMIC YEAR: 2017/18

NATIONAL COST CENTRE: 108

MODULE LEADER: Martin Colley

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

- Initial planning: idea generation, market research, vision and purpose, feasibility studies, financial modelling, setting objectives
- Funding
- Client experience, organisational culture and organisational structures
- Policies, regulations standards and targets
- Process design and job definitions
- Event, facilities and activity design (crowd flows, health & safety, etc.) and approval
- Use of facilities (regulation, exclusivity, environmental issues, maintenance, access, intrusion, contingencies)
- Equipment, types, developments, testing, maintenance
- Risk: evaluation, contingency management, execution and control, health and safety, insurance.
- Project planning: critical success factors definition: scope, costs, benefits and risks; project planning, cpa, scheduling, costing, specification of performance and quality indicators

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/Seminars	50	
Work based learning	40	Research into the service and RM processes at the placement organisation
Guided independent learning	110	Areas of focus for reading provided within lectures, seminars, workshops and assessment briefs
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Feasibility Study	Total = 100%	A feasibility study comparing and contrasting different aspects for planning an event or a facility in the sport and fitness sector. ALO 1 and 2
Practical	P1	Presentation of Project Plan	Total = 100%	A detailed presentation of a project plan for a sports or active leisure event to be run in Jersey. ALO 1 and 3

Updated by:
Martin Colley

Date:
01/09/16

Approved by:
Frederik Tonsberg

Date:
01/09/16

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

MODULE CODE:	HIGH2057	MODULE TITLE:	People and Organisations
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N600
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides knowledge and skills in the application of modern management principles. It examines the behaviour of individuals, teams and organisations and the way that behaviour can be influenced.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK					
		C1 (Coursework)	100%		

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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 or learning; 10 credits = 100 hours, etc.)

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

Updated by: Patricia Riley	Date: 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:
SUMMARY of MODULE CONTENT <ul style="list-style-type: none">• Macroeconomics – understanding the economy<ul style="list-style-type: none">○ 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<ul style="list-style-type: none">○ 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 or learning; 10 credits = 100 hours, etc.)

<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component Weighting</i>	<i>Comments include links to learning objectives</i>
Written exam	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 (3 rd Ed), Sloman J, and Jones E. FT Prentice Hall

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

MODULE CODE:	HIGH2058	MODULE TITLE:	Research, Analysis & Decision Making
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N213
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Many decisions in business are based on a thorough understanding of markets, organisational performance and customer needs, and the risks associated with each transaction. This module focuses on the methods used to research and analyse businesses, their markets, operation, and problems.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module aims to enable students to:

- Develop a detailed knowledge and understanding of the theory and concepts underpinning research methods and problem analysis techniques commonly used in business.
- Apply a range of established techniques to initiate and undertake analysis of information, and to develop solutions to problems/issues identified by that analysis.
- Recognise the complexity inherent in real-world problems and understand the limitations that impose on the accuracy and reliability of quantitative analysis.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Demonstrate a detailed knowledge and understanding of the research, problem solving and analytical methods commonly used in business.
2. Apply these methods outside the context in which they were first studied, and to understand the limits of their knowledge and how that influences their analysis and interpretation.
3. Use a range of established approaches to initiate and undertake analysis of information, to propose solutions to problems arising from that analysis, and evaluate the strengths and weaknesses of approaches, arguments and solutions.
4. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 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 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%	A choice of case study based narrative questions to apply and critique decision-making tools. (ALO1; ALO2; ALO3)
Course-work	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:	HIGH2043	MODULE TITLE:	Marketing
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N500
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module builds on the experience of students during their periods of work based learning. It covers the development of marketing plans and strategies and gives students the tools to analyse the impact of those plans and strategies in work context.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

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

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

MODULE AIMS:

The module aims to enable students to:

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

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 133
MODULE LEADER: Christopher Journeaux	OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

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

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

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

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

MODULE CODE:	HIGH2059	MODULE TITLE:	Psychology of Physical Activity
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CREDITS: 20	FHEQ Level: 5	JACS CODE: C640
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module examines the theories of exercise psychology that underpin many of the approaches used to improve participation and performance in sport.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To develop an understanding of a range of exercise psychology theories and, based on that understanding, develop the knowledge and skills needed to assess psychological factors that may be affecting performance and to put forward strategies to that have the potential bring about improvements.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Knowledge and understanding of a range of exercise psychology theories.
2. Demonstrate the skills required to identify and assess those factors which may affect levels of performance and participation and analyse their potential effect.
3. The knowledge and understanding needed to propose ways of enhancing participation and performance.

DATE OF APPROVAL:	07/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process.

ACADEMIC YEAR: 2017/18	NATIONAL COST CENTRE: 108
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MODULE LEADER: Christopher Journeaux	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- Policy and position statements on PA and exercise
- Summary of the evidence linking PA and exercise with various health outcomes/risks & review of the prevalence and trends in PA in selected countries. Exercise participation and adherence
- Theories of motivation in the context of PA and exercise & Barriers and motives for PA and exercise
- Motivation through feelings of confidence and competence i.e. Self-efficacy theory, Motivation through feelings of control – LOC model
- Intrinsic/Extrinsic motivation/Attribution theory
- Linking attitudes with PA & Defining the attitude construct
- Theory of reasoned action (TRA) and planned behaviour (TPB)
- Motivation and physical activity
- Self-efficacy model, LOC model, Intrinsic/extrinsic motivation, attribution theory
- Attitudes and physical activity
- Models of exercise behaviour: reasoned action and planned behaviour, health belief model, protection motivation theory, trans-theoretical model; strategies to enhance exercise adherence
- Exercise perceptions and social environments
- Exercise and mental health

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	Weekly during college phases
Guided independent learning	80	research and discussion in Learning Set; preparation for assessment; Guided activities on Moodle
Work-Based Learning	40	
Workshops	30	Topic-based small group seminars
Total	<u>200</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Course work	C1	Coursework 1: essay	50%	A report which reviews PA participation and influencing factors; critically appraising current policy on PA and exercise. A review and analysis of the evidence on the link between PA and exercise on health outcomes and risks would be sought. This includes the application of recommendations based on models of exercise behaviour which are then compared and contrasted.

		Coursework 2: Report and plan.	50%	ALO1 & ALO2 & ALO3 A report which provides a comparative analysis on the values of the models of exercise behaviour. This will include a plan to promote a physical activity related initiative that links to Jersey's Fit For Future strategy for a selected group or population which has the goal of providing physical activity opportunities for said audience. A population could be: a workplace, young people, people rehabilitating from an illness, etc. ALO3
			Total = 100%	

Updated by: Glenda Rivoallan	Date: 01/09/16	Approved by: Frederik Tonsberg	Date: 01/09/16
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Recommended Texts and Sources:

The recommended texts for the course are:

- Biddle, S.J.H & Mutrie, N. (2001). *Psychology of Physical Activity*. Routledge, London
- Cox, R.H., 2011. *Psychology: Concepts and Applications* 7th ed. McGraw-Hill Higher Education
- Kremer, J., and Moran, A. P., 2013. *Pure sport: practical sport psychology*. 2nd ed. London: Routledge
- Weinberg, R.S. and Gould, D., 2010. *Foundations of sport and exercise psychology*. 5th ed. Human Kinetics

Journals: Journal of Applied Psychology, The Sport Psychologist, Psychology of Sport and Exercise, Journal of Sport and Exercise Psychology

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

MODULE CODE:	HIGH2038	MODULE TITLE:	Physical Movement in the lives of children
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 135
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Many approaches to learning promote the use of movement to develop cognitive constructs and consider outdoor play as essential for ensuring children's well-being. Different philosophies will be examined and historical and international perspectives compared.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

Written Examination		COURSEWORK			
T1	%	C1 (Coursework)	100%		

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an in depth understanding of holistic development in the child.
- To establish an in depth understanding of physical development and the role of movement in children.
- To develop a comprehensive knowledge of international perspectives on outdoor play and movement activity.
- To develop activity planning skills linked to theoretical understandings of movement for young children.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Demonstrate in depth knowledge of holistic development in the child.
2. Demonstrate an understanding of the importance of physical wellbeing and development for children.
3. Undertake a detailed analysis of the influence of social context on a range of outdoor provision.
4. Extend own skills of planning to promote physical well-being.

DATE OF APPROVAL:	May 2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Sept 2015	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2017/18

NATIONAL COST CENTRE: X990

MODULE LEADER: Lynn Blakemore

OTHER MODULE STAFF: None

SUMMARY of MODULE CONTENT

This module enables students to study child development holistically but with particular emphasis on the importance and influence of physical activity, health and overall well-being. 'Right from birth there is such a powerful urge to move that babies soon struggle to be freed from the constraints of adult arms or restricting buggies, and will bounce their legs up and down in continual mock walking movements when lying on the floor or sitting in a car seat' (Ouvry, 2000, p.12).

Piaget, Bruner and Donaldson all refer to children's learning as being 'thought in action' and the fact that children need to explore their environment through their senses in order to develop and understand the concept of abstract thinking. Body and mind are inextricably linked and 'physical experiences that children have are of crucial importance in helping them to discover their bodies and their surrounding and to gain understandings of such fundamental concepts as time and space' (May, 2011, p.26).

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures/seminars	40	Weekly during college phases
Work-based learning	8	14 weeks x 40 hours across 6 modules
Guest speaker	6	External delivery from Yoga expert and forest school activity
Guided Independent Learning	146	research and discussion in Learning Set; preparation for assessment; research into process management at the work-placement organisation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Report	Total = 100%	Students to write a report on a local outdoor provision and devise and activity plan that supports physical movement. (ILO 1-4).

Updated by:
Lynn Blakemore

Date:
01/09/16

Approved by:
Frederik Tonsberg

Date:
01/09/16

Recommended Texts and Sources:

Bilton, H. (1999) *Outdoor Play in the Early Years*, London: David Fulton Publishers
May, P. (2011) *Child Development in Practice. Responsive teaching and learning from birth to*

five, Oxon, Routledge.

Ouvry, M. (2000) *Exercising Muscles and Minds. Outdoor play and the early years curriculum*, London: The National Early Years Network.

Tovey, H. (2007) *Playing Outdoors. Spaces and Places, Risk and Challenge*, England: Open University Press

Recommended additional reading:

Darragh, Johanna, C. (2006) *The Environment as the Third Teacher*. Eric database No. ED 493517

DfES (2007) *Early Years Foundation Stage*. London: DfES. Card: Learning and Development, Physical Development.

Gill, T. (2007) *No Fear. Growing up in a risk adverse society*, London: Calouste Gulbenkian Foundation.

Knight, S. (2009) *Forest Schools and Outdoor Learning in the Early Years*, London: Sage Publications.

Maynard, T & Waters, J. (2007) 'Learning in the outdoor environment: a missed opportunity?', *Early Years*, 27: 3, 255-265

Moser, Thomas and Foyen-Bruun, Emilie (2006) *The Pedagogical Foundations of Nature and Outdoor Kindergartens in Norway*. Reykjavik: EECERA.

Parker-Rees, R. and Leeson, C. (2010) *Early Childhood Studies*, Exeter: Learning Matters.

Riddal-Leech, S. (2005) *How to observe children*. Oxford: Heinemann.

Sansom, A. (2011) *Movement and Dance in Young children's Lives. Crossing the Divide*, New York: Peter Lang Publishing.

Sherbourn, V. (2001) *Developmental Movement for children*. London: Worth Publishing

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

MODULE CODE:	HIGH2060	MODULE TITLE:	Business Enterprise in Outdoor Adventure
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CREDITS: 20	FHEQ Level: 5	JACS CODE: N800
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The purpose of this module is to enable students to apply many of the skills, theories and concepts developed during the two years of their Foundation degree. With the agreement of the module tutor, students will research, plan and carry out an outdoor adventure project of their choosing to meet specific business aims.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students:

1. To plan, manage, carry out and evaluate an outdoor adventure project which was designed to meet specific business aims.
2. To reinforce the learning that has occurred during the Foundation degree and enable students to apply many of the tools, techniques and skills they have acquired in a real situation.
3. To enhance a number of important transferable and employability skills.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Demonstrate knowledge and understanding of the relevant theory, methodological frameworks, real-world practices and constraints that apply during the development and implementation of an outdoor adventure project.
2. Manage a project effectively and demonstrate the application of project management skills including planning, time management, problem solving and management of learning. This should include undertaking a logical and effective process of analysis, design, testing and piloting.
3. Evaluate, reflect upon and communicate: project potential versus outcomes; the process by which they were achieved; the individual and group learning that took place; their own performance.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/18		NATIONAL COST CENTRE: 108		
MODULE LEADER: Karim Padidar		OTHER MODULE STAFF:		
SUMMARY of MODULE CONTENT				
<ul style="list-style-type: none">• Health and safety in the outdoor adventure sector• Adventure Based Learning principles and practices• Summary of group dynamics• Skills and characteristics wanted in business• Explore aims and objectives in different business scenarios• Investigate how compiling outdoor activities in specific ways can bring those desired attributes out in individuals and groups• Explore a variety of outdoor adventure activities to allow an insight into potential positive outcomes and applications• Under the guidance of the Tutor, students will learn to work in teams, solve problems, and meet employers' expectations				
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]				
Scheduled Activities		Hours	Comments/Additional Information	
Lectures/Seminars		30	Introduction to core skills	
Guided independent learning		100	Research activities and planning outdoor practice	
Work-Based Learning		40		
Practical sessions		30	Outdoor activity planning and preparation	
Total		200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Group project and report, and reflective statement	Total = 100%	Group work leading to a presentation of a detailed proposal for an outdoor adventure project and an individual report analysing the planning of the project (ALO1 & ALO2) to include an individual reflective account of the person's own individual performance, the performance of the team and the overall effectiveness of the outdoor adventure activity in meeting the aims of the project. Recommendations for future practice could be put forward. ALO3
Practical	P1	Project observation	Total = 100%	Observation of the delivery of the outdoor adventure project by the project team assessed against performance criteria. ALO1 & ALO2
Updated by: Karim Padidar		Date: 01/09/16	Approved by: Ben Bennett	Date: 01/09/16