Highlands
University
College Jersey

UNIVERSITY OF PLYMOUTH

PROGRAMME QUALITY HANDBOOK 2018 – 19

BA (Hons) Business and Management

1. Welcome and Introduction to BA (Hons) Business & Management.

Welcome to the BA (Hons) Business & Management and to University College Jersey at Highlands College. We are delighted that you have chosen to study with us. Our aim is to make the learning process enjoyable, enhance your academic achievement and bring about personal and economic success.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or for other graduate opportunities. It is also a platform from which you can undertake additional professional 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
- University of Plymouth's Student Handbook
    - available at:
      https://www.plymouth.ac.uk/your-university/governance/student-handbook

2. Programme Specification

Programme Title: BA (Hons) Business & Management
Partner Delivering Institution: University College Jersey at Highlands College
Start Date: 2015-16
First Award Date: 2015-16
Date(s) of Revision(s) to this Document: 24.09.18
This programme specification template aligns with recommendations within the UK Quality Code for Higher Education[1]. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and University of Plymouth at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow University of Plymouth's procedures for making changes to partnership programmes[2].

PS1.   Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Highlands College. Jersey
Accrediting Body:	N/A
Language of Study:	English[3]
Mode of Study:	Full-time / Part-time
Final Award:	BA (Hons)
Intermediate Award:	Ordinary degree
Programme Title:	BA (Hons) Business & Management
UCAS Code:	N/A
JACS Code:	N200
Benchmarks:	Framework for Higher Education Qualifications (FHEQ) QAA Subject Benchmark General Business and Management
Date of Programme Approval:	June 2015

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[1]QAA, 2011, Chapter A3: The Programme Level, UK Quality Code for Higher Education: http://www.qaa.ac.uk/en/Publications/Documents/quality-code-A3.pdf , last accessed 28th July 2014 [N.B. this includes 'Appendix 2: Working with programme specifications: A leaflet for further education colleges']
[2] If required please contact Academic Partnerships Programme Administration for assistance.
[3] Unless otherwise approved through University of Plymouth's Academic Development and Partnerships Committee

PS2.   Brief Description of the Programme

The BA (Hons) Business & Management has been designed in partnership with the University of Plymouth and the private and public sectors in Jersey to meet the need for well-qualified, work-ready graduates. The programme builds on the FdA Business & Management and has been specially developed for graduates of that course and others (who are suitably qualified) who want to achieve an honours degree.

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

N/A

PS4.   Exceptions to University of Plymouth Regulations

(Note: University of Plymouth'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 course of study which develops detailed knowledge and critical understanding of current and developing theories and methods of leadership, the management of strategies, change, enterprise and innovation.
A2: The development of the students' critical skills enabling them to critically evaluate: the performance of organisations; the impact of the business environment; and the effectiveness of leadership, management, strategies and implementation processes and to problem solve and devise solutions.
A3: The opportunity to enhance effective communication skills using a range of media, engage in personal management and motivation and strengthen their interpersonal skills.
A4: 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: IT Skills, numerical skills, literacy-based skills, research skills and industry specific skills.

PS6.   Programme Intended Learning Outcomes (ILO)

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

ILO1: Demonstrate critical knowledge and understanding of theories and methods associated with business and management including; corporate strategy, leadership, the creation of a creative culture, change management, and the bringing of new ideas to market.

ILO2: Critically analyse and evaluate qualitative and quantitative information using appropriate methods and processes in a wide range of contexts.

ILO3: Communicate effectively, engage with a range of team-focused actions such as team building, influencing and project management.

ILO4: Reflect and evaluate on their own experience enabling them to investigate and analyse industries, business organisations and career opportunities underpinning their ability to engage fully in personal development and career planning.

ILO5: To use professional and practical skills relevant to a range of businesses services including, IT skills (both generic and specific to business and management), research, literacy and numeracy skills in academic study and in employment.

PS7.   Distinctive Features

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

The BA (Hons) Business & Management was developed in partnership with the University of Plymouth and the wider business community specifically to allow students to remain in Jersey to complete their Level 6 studies. This offers both students and partner organisations the opportunity to maintain a mutually beneficial relationship which develops through the periods of placement undertaken as part of the FdA in Business and Management. The strengths of the programme lie in:

Emphasis of exploration of theory related to work context;

Industry relevant and industry based research;

Local industry-focused academic modules; and

Networking opportunities with local organisations.

The close links programme tutors have with the local economy also allows the introduction of industry expertise into modules through guest lectures, attendance at CPD seminars, networking and personal contacts which are not accessible in larger settings.

PS8.   Student Numbers

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

Minimum student numbers per stage = 4

Target student numbers per stage = 6

Maximum student numbers per stage = 15

PS9.   Progression Route(s)

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

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years. Progression arrangements with institutions other than University of Plymouth 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 University of Plymouth, should there be the need to withdraw the progression route programme(s), then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

N/A

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

PS10.   Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Grade C or above:**	Minimum of 5 GCSEs at Grade C or 4 which must include Maths and English.
Level 3: at least one of the following: - **AS / A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate / Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:**	Successful completion of the FdA Business & Management or similar Level 5 qualification.
- **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	
Work Experience:	Minimum of 20 weeks

Other HE qualifications / non-standard awards or experiences:	Considered on individual merit.
APEL / APCL[4] possibilities:	APL will be considered as per University of Plymouth Regulations.
Interview / Portfolio requirements:	Interview will be required.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	No

PS11.   Academic Standards and Quality Enhancement

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

Subject External Examiner(s):
The list below indicates the modules allocated to the external examiner, Zoe Dann for this titled programme.

Business & Management
HIGH3017 Corporate Strategy
HIGH3027 Leading People & Managing Change
HIGH3019 Innovation & Enterprise
HIGH3028 Business & Management Honours Project
HIGH3030 Business Ethics & Corporate Governance
HIGH3032 Work-based Action Research

Additional stakeholders specific to this programme:
Students are engaged with through a range of processes to ensure the standards and quality of the programme. These include formal Programme Committee meetings, the Periodic Review, meetings with the External Examiners, feedback gained through the University SPQ process, Module Evaluation questionnaires, and individual academic tutorials, through the class representatives and through informal discussion with students.
Graduates are involved through development of an Alumni Organisation, focus groups and by individual meetings or contacts through e-mail and social media.
Organisations are also engaged through a number of different processes. These include focus groups, individual organisation feedback is gathered when the Work-based Learning tutor visits students in placement. Interviews and discussion are held with a

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[4] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

network of senior managers in a range of organisations. Contacts are also made with Skills Jersey, the Chamber of Commerce and a range of organisations through tutors' personal contacts.

PS12.   Programme Structure[5]

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

				FHEQ level: 6 For: BA (Hons) Business and 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	Core	20	HIGH3017 Corporate Strategy
		Core	20	HIGH3027 Leading People & Managing Change
		Core	20	HIGH3019 Innovation & Enterprise
		Optional	40	HIGH3028 Business & Management Honours Project
		Core	20	HIGH3030 Business Ethics & Corporate Governance
		Optional	40	HIGH3032 Work-based Action Research

				FHEQ level: 6 For: BA (Hons) Business and Management Part Time
P/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	HIGH3017 Corporate Strategy
			20	HIGH3027 Leading People & Managing Change
			20	HIGH3030 Business Ethics & Corporate Governance

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[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: For: BA (Hons) Business and Management Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 2	All Year	Option	40	HIGH3028 Business & Management Honours Project
		Core	20	HIGH3019 Innovation & Enterprise
		Option	40	HIGH3032 Work-based Action Research

PS13.   Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment[6]

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:

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[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.

FHEQ level: 6					
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: A systematic and detailed knowledge and understanding of private and non-profit sector business organisations, their environment, issues, stakeholders, structures, leadership and management and the interrelatedness of the different areas of business and management. At least some of the detailed knowledge is of, or informed by, theory at the forefront of subjects studied. An appreciation of the uncertainty, ambiguity and limits of knowledge (FHEQ) GBM(3.2, 3.7)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Knowledge and understanding of the key areas of business and management, the relationships between these and their application. This includes knowledge of leadership and management, strategy, ethics, and innovation.	Primary: Lectures, tutorials, seminars, directed independent learning Secondary/ Supplementary: Case Studies, Problem solving	A1, A2, A3, A4, A5	ILO1, ILO2, ILO3, ILO4, ILO5	Coursework including case studies. Honours project / WBAR Presentations Examinations	HIGH3017 HIGH3027 HIGH3019 HIGH3028 HIGH3030 HIGH3032

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: While subjects are introduced through formal lectures, problem-based learning, case studies, directed independent learning and student-led learning underpins the development of the student Level 6 knowledge base.					
Cognitive and Intellectual Skills: Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete, to make judgements, and to frame appropriate questions to achieve a solution. (FHEQ) The ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding (FHEQ) Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations(GBM3.8)					

By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Be competent in critical analysis and evaluation of information concepts and theories related to business and management and be able to synthesise a personal view of that information with justifiable arguments. A view of business and management which is predominantly influenced by guided learning with a limited critical perspective.	Primary: Honours Project, Work-based action research Seminar discussions Problem based learning Case studies Guest speakers Secondary/ Supplementary: None	A1, A2, A3, A5.	ILO1, ILO2, ILO3, ILO4, ILO5	Honours project Examination In-class tests Coursework including case studies. Projects Presentations	HIGH3017 HIGH3027 HIGH3019 HIGH3028 HIGH3030 HIGH3032
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive skills are developed through discussion and debate of knowledge gained through independent research brought to seminars, presentations, guest speaker led discussions, academic tutorials and assessment feedback.					
Key Transferable Skills: To take initiative and personal responsibility. The ability to make decisions in complex and unpredictable contexts. To have the learning ability needed to undertake appropriate further training of a professional or equivalent nature.(FHEQ) Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports.					

Numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena (GBM3.9) Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise. Effective performance, within a team environment, including leadership, team building, influencing and project management skills. Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.(GBM3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to communicate effectively using a range of media, the ability to write business reports and communicate with colleagues. Demonstrate the ability to self-manage and motivate while also being and effective team member.	Primary: Self-directed study, Individual learning, Group work Seminars Feedback Secondary/ Supplementary: Presentations	A1, A2, A3, A4, A5.	ILO1, ILO2, ILO3, ILO4, ILO5	Honours project Coursework including case studies. Projects, Presentations Group work Seminars	HIGH3027 HIGH3028 HIGH3030 HIGH3032
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:					

Given that this is a Level 6 programme following a foundation degree, students will be expected to demonstrate transferable skills to a high standard with many of these skills being demonstrated through seminar discussions, group work, meeting of deadlines and engagement with individual research projects.
Feedback will be used to enable students to reflect on their progress and skill set.

Employment-related Skills: Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports Numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena. Interpersonal skills of effective listening, negotiating, persuasion and presentation. Ability to conduct research into business and management issues, either individually or as part of a team for projects / presentations. (GBM3.9)					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass:	Primary: Individual self-directed learning		ILO1, ILO2,	Research projects	HIGH3017 HIGH3027

Use IT effectively and competently including the use of tools to manipulate and work with data. To write business reports and present business information. Working effectively as part of a team. The ability to apply ideas and knowledge from a wide array of sources to a range of situations.	Honours Project Lectures Seminars Workshops Group exercises Problem-based Learning Group work Secondary/ Supplementary: None	A1, A2, A3, A4, A5.	ILO3, ILO4, ILO5	Written reports Presentations Group work Case studies Project work	HIGH3019 HIGH3028 HIGH3030 HIGH3032
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employment related skill set are embedded within the taught module elements of the course with some such as Applied Wealth Management relating to a specific skills set within the sector. More generic employment related skills such as interpersonal skills are embedded through the whole programme often in the assessment process.					
Practical Skills: Apply methods and techniques they have learned (FHEQ) Effective communication, oral and in writing, using a range of media. Numeracy and quantitative skills including data analysis, interpretation and extrapolation. (GBM3.9) Skills for team working.					
By the end of this level of this programme the students will be able to demonstrate for a threshold pass:	Primary: Honours project, Workshops	A1, A2, A3, A4, A5.	ILO1, ILO2,	Honours project Examinations	HIGH3027 HIGH3028 HIGH3030

Use IT effectively and competently including the use of tools to manipulate and work with data. Working effectively as part of a team. Present information through a range of methods Be able to act autonomously and with minimal supervision. .	Problem-based learning Seminars Group exercise Research tasks Secondary/ Supplementary: Project work Case studies Presentations		ILO3, ILO4, ILO5	Group presentations Written coursework	HIGH3032

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
Students will develop this skill set through research exercises, presentation of different formats of work and through group work.

PS14.   Work Based/Related Learning[7]

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

FHEQ level: 6					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
The Work Related Activity is related to several modules where academic theory is related to work practices and case studies within business. Additionally students may undertake either an Honours project or consultancy-type project. This is directly related to employment. Guest speakers from industry	Modules delivered, Research Project Guest speakers from industry and part-time tutoring staff Assessments undertaken CPD events attended	A4	ILO3, ILO4, ILO5	Research projects Coursework Examinations Reports Seminar work Presentations	HIGH3027 HIGH3028 HIGH3030 HIGH3032

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[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.

and part-time tutoring staff add to work related learning, as does attendance at CPD seminars.				
An explanation of this map: As an industry focused degree following on from a foundation degree with extensive WBL, much of the teaching is related to putting theory into practice focused on the local context and comparing to the UK and international contexts. More research is carried by students with facilitation of knowledge replacing structured teaching to ensure students have an appropriate graduate skill set to take into employment.				

3. Module Records

MODULE CODE:	HIGH3032	MODULE TITLE:	Work-based Action Research

CREDITS: 40	FHEQ Level: 6	JACS CODE: X210

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables students to extend their skills and knowledge of business and apply theory in practice by undertaking a business project of importance for an organisation. They will demonstrate their ability to specify, plan, research and implement a project in a real world situation, to time, cost and specification.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

		COURSEWORK		Practical	
		C1	85%	P1	15%

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

MODULE AIMS:
- Investigate a significant business issue for an organisation
- Demonstrate their ability to specify, plan, research and implement a project in a real world
  situation, to time, cost and specification
- To apply knowledge and experience gained during the programme in a real world context
- To understand the impact of stakeholders and real world issues and uncertainties on objective setting, data collection, analysis, conclusions and recommendations, and the importance of effective communications

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Agree a project brief and to develop an appropriate project proposal and plan.
2. Carry out research and undertake the project.
3. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis.
4. Communicate the findings to a range of audiences.
5. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: **2018-19**	NATIONAL COST CENTRE: **133**

MODULE LEADER: **Auberon Ashbrooke**	OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

The module will be introduced through workshops which will cover:
- Roles, relationships, ethics and responsibilities of the student when undertaking the project
- Analysing and agreeing the brief and developing proposals and plans
- Communication with sponsors, interviewees and the module tutor
- Coping with uncertainty and using scenarios
- Undertaking analysis and developing conclusions and recommendations
- Reporting and presentations
- Adding value
- Intellectual property and confidentiality

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	364	Primary and secondary research; meeting mentors and workplace contacts; interviews; analysis of research
Total	400	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Consultancy Project	**Total = 100%**	
Practical	P1	Presentation to employers' representatives	**Total = 100%**	Presentation and Evaluation

Updated by: Auberon Ashbrooke	Date: 01/09/18	Approved by: Ben Bennett	Date: 01/09/18

Recommended Texts and Sources:

Bell, J. (2010), *Doing your research project*, 5th edn, Buckingham: Open University Press.
Davis, M. B & Hughes, N. (2014), 2nd Edition, *Doing a successful research project: using qualitative or quantitative methods*, London: Palgrave.

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

MODULE CODE:	HIGH3027	MODULE TITLE:	Leading People & Managing Change

CREDITS: 20	FHEQ Level: 6	JACS CODE: N214

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module explores the characteristics of leadership in organisations, analysing the factors that lead to an innovative, engaged, and productive workforce. It examines the role of leadership in developing high performance individuals, teams and organisations.
It also examines how successful leaders bring about organisational change.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	50%	C1 (Coursework)	50%		

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

MODULE AIMS:
- Develop a detailed and critical knowledge of the theories, principles, values and approaches to people leadership and change management
- Develop a critical understanding of how leaders enable staff to engage in their vision of the future and then support staff as they work to achieve that vision
- Develop a detailed understanding of the role of leaders in creating high performance organisations
- Enable students to evaluate and synthesise approaches to leadership to meet current needs and achieve future objectives

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate critical understanding of approaches to leadership, management and enterprise
2. Analyse and evaluate the impact of the business environment and organisational culture on the leadership and change management strategies
3. Critically appraise the effectiveness of approaches to leadership and change management

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: **2018-19**	NATIONAL COST CENTRE: **133**

MODULE LEADER: **Ben Bennett**	OTHER MODULE STAFF: **None**

SUMMARY of MODULE CONTENT
- Factors that promote/inhibit organisational success through people
- Leadership behaviours, traits, skills, styles and roles
- Characteristics and drivers of high performance individuals, teams and organisations
- Strategies to promote engagement, creativity, risk taking and performance
- Evaluating the effectiveness of leadership
- Implementing change: people and teams, planning, implementing, sustaining, consolidating, monitoring and evaluating change management
- Implementing cultural change
- Managing knowledge
- Managing talent
- Managing creativity

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading and research; primary research in business organisations; write up
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Final Written Examination	**Total = 100%**	All ALO's
Coursework	C1	Case study assessment	**Total = 100%**	Case study exercise – consultant's report

Updated by: Ben Bennett	Date: 01/09/18	Approved by: Sean Dettman	Date: 01/09/18

Recommended Texts and Sources:

Burke, W. 2008 *Organization change: theory and practice.* 4th ed. Sage Publications Ltd
Burnes, B. 2014 *Managing change* 6th ed: Pearson Education Limited
Dawson, M. and Andriopoulos, C. 2014 Managing Change, Creativity and Innovation.
Holbeche, L. 2007 *The High Performance Organisation. Creating Dynamic Stability and Sustainable Success.* Butterworth - Heinemann
Hughes, M. 2010 *Managing change: a critical perspective.* Chartered Institute of Personnel and Development
Kotter, J.P. 2012 *Leading Change* Harvard Business Review Press
Northouse, P. G. 2015 *Leadership* 7th ed. SAGE publications
Price, D. (ed.) 2009 *The principles and practice of change.* Palgrave MacMillan
Schein, E.G. 2010 4th ed. *Organizational culture and leadership* Jossey-Bass

MODULE CODE:	**HIGH3028**	MODULE TITLE:	**Business & Management Honours Project**

CREDITS: **40**	FHEQ Level: **6**	JACS CODE: **N340**

PRE-REQUISITES: **None**	CO-REQUISITES: **None**	COMPENSATABLE: **N**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The Honours Project enables students (1) to research a complex issue relating to the economy of Jersey and (2) to demonstrate understanding and skills to appropriately use analytical and decision making tools. This module will demonstrate the student's ability to apply their skills to a major piece of independent academic work.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK			
	C1 (Coursework)	**100%**		

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To provide students with the opportunity to undertake a rigorous study on a theme which they have identified and which is of importance to the economy of Jersey. Drawing on advice from a member of academic staff the honours project aims to enable students to undertake the entire process of scholarly research including problem formulation, design and execution of the investigation, analysis and reporting.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Undertake a rigorous investigation into a business topic.
2. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.
3. Identify a clear project scope statement and project plan.
4. Justify the approach being taken.
5. Identify and use appropriate methods to research a complex issue.
6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.
7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.
8. Recognise and evaluate the impact of those conclusions and recommendations.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: **2018/19**	NATIONAL COST CENTRE: **133**

MODULE LEADER: Auberon Ashbrooke	OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT
At the start of this module participants will attend a series of workshops on research methods and project management. These will provide advice and guidance on all aspects of the Honours project including specification of the format of the final report. Each student is assigned a supervisor, who along with a second marker will assess the student's work. The supervisor will discuss the project as it progresses and offer advice in regular meetings.

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

Scheduled Activities	Hours	Comments/Additional Information
Group seminar	6	
Individual supervision meetings	30	
Guided Independent Study	364	Research and writing
Total	400	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Course-work	C_	Literature review	15%	ALOs 3, 4 & 5
		Final written report	85%	ALOs 1, 2, 6, 7 & 8
		Presentation	**Total = 100%**	

Updated by: Auberon Ashbrooke	Date: 01/09/18	Approved by: Ben Bennett	Date: 01/09/18

Recommended Texts and Sources:
Bell, J. (2010), *Doing your research project*, 5th edn, Buckingham: Open University Press.
Davis, M. B. (2014), *Doing a successful research project: using qualitative or quantitative methods*, 2nd Edition, London: Palgrave.
Levin, P. (2011), *Excellent dissertations! Student-Friendly Guides series*, London: Open University Press.
McMillan, K. & Weyers, J. (2011), How to write dissertations & project reports, Harlow : Pearson Prentice Hall

MODULE CODE:	HIGH3030	MODULE TITLE:	Business Ethics & Corporate Governance

CREDITS: **20**	FHEQ Level: **6**	JACS CODE: **N340**

PRE-REQUISITES: **None**	CO-REQUISITES: **None**	COMPENSATABLE: **Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module invites students to consider the ethical dimension of individual and corporate decision-making. It will take into account emerging themes in the ethical arena and encourage students to consider the basis of conflicting stakeholder values. Students will be required to understand how moral values influence governance and how governance actually takes place in private, public, and third sectors.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	**50%**	**C1** (Coursework)	**50%**		

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

MODULE AIMS:
- Develop an understanding of the principal theories of philosophical ethics
- Develop an ability to critically apply moral reasoning to ethical issues faced by business organisations and individuals within them
- Develop a critical understanding of the nature, behavior and outcomes associated with systems of governance in the public, private and voluntary sectors.
- Understand the mechanisms of governance within organisations as well as the key roles and relationships through which corporate governance is realised.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify and critically discuss the pertinent ethical questions facing business organisations and to understand the basis for conflicting sets of stakeholder values
2. Evidence a critical understanding of the role of the individual in ethical practice in the business context
3. Evaluate the shared and competing social, economic, and political principles and values upon which corporate governance is based
4. Critically appraise the effectiveness of governance in the real world, balancing ethical considerations within the wider socio-economic context
5. Propose governance solutions to ethical problems which are appropriate to the organizational context.

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: **2018/19**	NATIONAL COST CENTRE: **133**

MODULE LEADER: **Ben Bennett**	OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT
- Ownership, control and accountability; Agency theory
- Executive remuneration: incentives and risk
- The social, economic, political and legal systems which govern organisations
- Societal factors shaping ethical stances: stakeholder theory and enlightened stakeholder theory
- Distributional justice
- Environmental sustainability
- Regulatory and best practice approaches to corporate governance
- High profile failures of governance
- Governance in the third sector - Nolan Principles
- The UK Corporate Governance Code and the relation to financial reporting

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

Scheduled Activities	Hours	Comments/Additional Information
Lecture	36	18 x 2 hour lectures
Tutorial	12	Individual advice and mentoring
Guided Independent Learning	152	Moodle access to worked activities; case study research and discussion in Learning Sets; a review of a current corporate governance/ethics issue; preparation for presentation
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Final written examination	**Total = 100%**	A case study based examination with a choice of questions LOs 2; 4 &5
Course-work	C1	Case study assessment – consultants report	**Total = 100%**	ALOs 1, 2 3 & 5

Updated by: Ben Bennett	Date: 01/09/18	Approved by: Sean Dettman	Date: 01/09/18

Recommended Texts and Sources:
- Fisher, C & Lovell, A. (2013). *Business Ethics and Values,* FT Prentice Hall (4th Ed)
- Coyle, B. (2010) *Corporate Governance,* ICSA Information and Training. NB: This text is expensive; an older edition 2nd hand from Amazon will suffice.
- Rand, A. & Branden, N (1964) The Virtue of Selfishness, Signet, New York
- Tricker, R. (2015), Corporate Governance: Principles, Policies and Practice, OUP, Oxford (3rd Ed)

MODULE CODE:	HIGH3019	MODULE TITLE:	Innovation & Enterprise

CREDITS: **20**	FHEQ Level: **6**	JACS CODE: **N190**

PRE-REQUISITES: **None**	CO-REQUISITES: **None**	COMPENSATABLE: **Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
It is generally accepted that innovation and enterprise (I&E) are vital ingredients of healthy economies and organisations. This module examines public and private sector strategies to I&E, it looks at how I&E can be encouraged and how innovations can be successfully brought to market.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

		COURSEWORK			
		C1 (Coursework)	**100%**		

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

MODULE AIMS:
- To develop a critical understanding of the concepts of innovation and enterprise within the context of a wide variety of organisational and market settings
- To develop a critical understanding and skills in the use of approaches to developing creative culture and thinking
- To develop critical knowledge and understanding of the approaches used to successfully bring new ideas to market

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Evaluate the impact of the market environment and organisational context on innovation and enterprise
2. Demonstrate a critical understanding of approaches to the creation of a creative culture
3. Critically apply approaches to creative thinking
4. Demonstrate a critical understanding of the management approaches to bringing new ideas to market

DATE OF APPROVAL:	04/2010	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2010	SCHOOL/PARTNER:	Highlands College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: 133**

MODULE LEADER: Ben Bennett	**OTHER MODULE STAFF: N/A**

SUMMARY of MODULE CONTENT

- Characteristics of enterprise, entrepreneurs, organisational enterprise and public sector policy
- Context of innovation: market dynamics, intellectual property
- Innovation strategy: business models, products, services, processes and cultures; benefits, costs, risks
- Creating a culture of innovation and enterprise
- Creative thinking, problem analysis, problem solving and idea generation,
- Managing innovation: organisation, partnerships & teams; innovation & operations; development, commercialisation and protection; experiments and trials; handling conflict; reviews and learning

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading and research; primary research in business organisations; write up
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Course-work	C1	Impact of environment and organisational context on new business.	33%	Research task and evaluation Characteristics of a successful and innovative enterprise – case study Demonstrate a critical and systematic understanding of the management approaches to bringing new ideas to market
		Approaches to the creation of a creative culture	33%	
		Approaches to bringing new ideas to market	34% **Total = 100%**	

Updated by: Ben Bennett	Date: 01/09/18	Approved by: Sean Dettman	Date: 01/09/18

Recommended Texts and Sources:

Burns, P. 2013, Corporate Entrepreneurship, 3rd Edition, Palgrave-Macmillan
Down, S. 2010, Enterprise, Entrepreneurship and Small Business, London: Sage
Stokes, D. Wilson, N. and Mador, M. 2010, Entrepreneurship, London: Cengage Learning
Schilling, M. A. (2005) Strategic Management of Technological Innovation, New York: McGraw Hill

MODULE CODE:	HIGH3017	MODULE TITLE:	Corporate Strategy

CREDITS: 20	FHEQ Level: 6	JACS CODE: N211

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The module explores the strategies of a range of private and public sector organisations. It analyses the strategic options and the environmental forces that create opportunities and threats. In particular the module examines the management, organisation and processes that are required to implement strategies.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK			
E1 (Examination)	**50%**	**C1** (Coursework)	**50%**		

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

MODULE AIMS:
To develop a detailed knowledge and critical understanding of:
- The forces in the business environment and their impact on organisational performance and the methods used to analyse those forces
- The strategies employed in the private and public sector, their impact on the organisation and its markets, and the key issues and processes involved in their implementation
- The methods of used to monitor and evaluate strategic performance

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Critically employ tools used in the identification and analysis of strategic opportunities, threats, options and risks
2. Develop effective strategies and implementation plans appropriate to the business environment
3. Recognise the challenges faced by organisations implementing strategies and identify effective ways of overcoming these challenges and achieving strategic goals.

DATE OF APPROVAL:	04/2010	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2010	SCHOOL/PARTNER:	**Highlands College, Jersey**
DATE(S) OF APPROVED CHANGE:	XX/XX/XX	TERM/SEMESTER:	All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: **2018/19**	NATIONAL COST CENTRE:

MODULE LEADER: **Ben Bennett**	OTHER MODULE STAFF:

SUMMARY of MODULE CONTENT

- Theories, concepts and approaches to strategy
- Analysis of the business, its stakeholders and its current and future environment
- Strategic options: Organic growth, innovation, mergers & acquisitions, International opportunities, FDI and collaborative ventures, Licensing and franchising, Global sourcing
- Strategic vision, objectives, options analysis
- Implementation of strategy: organisation, management and processes
- Monitoring and evaluating strategic performance

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	36	
Guided Independent learning	164	Reading; primary research in business organisations; write up
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Examination	100% **Total = 100%**	A choice of case study-based questions AOs 1,2 & 3
Coursework	C1	Critical evaluation - essay	100% **Total = 100%**	An extended essay identifying and exploring the strategies adopted by a placement organisation or business with which the student is familiar. AOs 1 & 3

Updated by: Ben Bennett	Date: 01/09/18	Approved by: **Sean Dettman**	Date: 01/09/18

Recommended Texts and Sources:

- Johnson, G, Whittington, R, & Scholes, K (9th Ed, 2011) *Exploring Strategy*
- Lynch R., Smith Pages: 865 Publisher: Pearson Education Corporate Strategy