



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

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## FdA Business

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# Welcome and Introduction

Welcome to FdA Business delivered at Ashley Down Centre by City of Bristol College

This course of study provides insight into Business design, infrastructure, teams and delivery whilst giving students the means to interrogate Business models, theories and governance as well as developing practical leadership and management skills. With this degree from Plymouth University, you will be ideally placed for jobs in private and public settings, as well as charitable and other voluntary organisations across the UK and abroad.

## **Course distinctive features:**

Small cohorts of students enable staff to get to know each student better and to identify their '*learner identities*' (Crozier, et al., 2008) which then allow for wider inclusivity in delivery and assessment design including formative, authentic, and inclusive assessments. Assessment strategies are based on student-centred pedagogies, inclusive of individual differences thus enabling a wider participation. Principles that staff apply to the design of inclusive learning and teaching environment and assessment strategies are to create collaborative spaces for collaborative learning behaviour, to develop strategies for sharing and generating knowledge, to connect with students' lives and to being culturally aware (Hockings, et. al., 2010a).

## **Work Based Learning**

Work based learning is at the heart of this programme and partnership is a key feature of the FdA, with the students working collaboratively with their workplace mentor/coach (where feasible) and their personal tutor.

Designed in cooperation with and supported by employers, the programme has a strong focus on further developing employability skills appropriate to the workplace. All modules are linked to various private, public, charity and not-for-profit organisations. The Research and Professional Development modules are based on students conducting a real, not simulated, project in their workplace on a variety of topics.

Students will be required to undertake a project in the work place based on negotiated pieces of work, either group based or individual that may be sourced by the Higher Education provider or the student in collaboration with the employer and will be located at the employers' premises.

All students will carry out work experience as required by individual modules with the minimum of 2-4 weeks per semester. Guest speakers and staff link with industry, to enable

real world simulations and scenarios. Work based learning is in the heart of this programme and partnership is a key feature of the FdA, with the students working collaboratively with their work place mentor/coach (where feasible) and their personal tutor.

Some students on this programme will be employed, but for those who are not employed, or in case of any unforeseen circumstance such as a candidate falling ill, or losing employment, or lack of the opportunities to conduct the project in own work place; finding placement will be the responsibility of the student, however support will be provided if and where necessary. In these circumstances the students will be required to undertake a minimum of 2-4 weeks of work placement in each semester.

### **Academic support:**

The uniqueness of staff and the support provided to students is repeatedly recognised by the external examiners and students. The Programme team will continue to work hard to maintain the high level of performance in teaching and supporting the students and will closely collaborate with local employers, other Fds in the College, surrounding Colleges and Plymouth University.

There were some very good opportunities for the students to demonstrate a general and specific subject knowledge. Many of the assignments have been designed and tailored for the subject knowledge and reflect the practice, likely to be found in employment (EE report, 2020).

The students were very happy with their studies pointing out that the course team have many strengths....., not least the enthusiasm and dedication of the programme leads (EE report, 2015)

In addition, the students' feedback conveyed through the NSS and SPQ have continuously highlighted the quality of teaching and support provided:

Teaching styles that encourage communication.... most of the teachers are always there when you need help and are genuine. Most of the teachers give back our results promptly giving fair critiques. Most of the teachers make the course as interesting as possible. Kind, caring staff. (NSS and SPQ, 2020).

In addition to lectures, the staff will provide help and support via seminars, module and pastoral tutorials and workshops. There will be other academic support such as: feedback on assessed work: formative and summative; tutorials by appointment; student portal on Moodle and e-mail.

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 University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE on Moodle
- Your Module Guides available on Moodle.
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

**1. Final award title:** FdA Business

**Level X Intermediate award title(s):** N/A

**UCAS code:** N100 /N200

**JACS code:** N100

**2. Awarding Institution:** University of Plymouth

**Teaching institution(s):** City of Bristol College

**3. Accrediting body(ies)** N/A

**3.1 Date of approval** May 2017

## 4. Distinctive Features of the programme and the Student Experience

### 4.1 The purpose of the programme and the employer involvement

The purpose of this FdA programme is to provide a work related approach to acquiring skills and simultaneously develop business management understanding, knowledge, and critical analysis. This approach embodies the key requirements of a Business Foundation Degree in that it provides a vocational path to HE which has been influenced by employers' and students' feedback. Students have the opportunity for progression from L2 & 3 in FE to L4 & 5 in HE within the college which provides them with continuity of support and familiarity of their surroundings.

Work Based Learning (WBL) and engagement with employers are central to the foundation degree concept and have been embraced in this programme in accordance with the Quality Assurance Agency (QAA) Foundation Degree Characteristics statement (2015). The Programme has been designed to reflect the real life experience of working in a business context, developing the students to work independently, in teams and for themselves. Employers are involved in mentoring/coaching, contributing to delivery as guest speakers and participating in assessing the presentations of students' work whenever is feasible.

Small groups provide opportunities for effective seminar work, peer support and a chance to get to know each other better.

## **4.2 Accessibility**

This full-time foundation degree pattern of attendance of two-three days provides a practical and academic education programme for students who wish to study at Higher Education level in their local area. The programme intends to provide access to Higher Education to young and occasionally mature students from a wide range of backgrounds including:

- those who would not traditionally enter Higher Education
- those following NVQ programmes or without formal academic qualifications
- those who have little or no work experience

## **4.3 Staff support to students**

In addition to lectures, the staff will provide help and support via seminars, module and pastoral tutorials and workshops. There will be other academic support such as: feedback on assessed work: formative and summative; tutorials by appointment; the student portal on Moodle and e-mail. Students are offered pastoral tutorials led by the programme lead; opportunities to help with personal matters are also offered by the HE Student welfare team, and the career guidance team. Smaller cohorts enables the teaching and support teams to get to know each student and provide a bespoke support package where needed.

Uniqueness of staff and support provided to students is repeatedly recognised by the external examiners, employers and students.

There was generally an excellent performance by the students in all modules, which I think reflects the quality of the student work and the quality of the teaching and support given by the staff. (EE report, 2009).

The students were very happy with their studies pointing out that the course team have many strengths....., not least the enthusiasm and dedication of the programme leader (EE report, 2015).

In addition, the students' feedback conveyed through the NSS and SPQ have continuously highlighted the quality of teaching and support provided:

Teaching styles that encourage communication.... most of the teachers are always there when you need help and are genuine. Most of the teachers give back our results

promptly giving fair critiques. Most of the teachers make the course as interesting as possible. Kind, caring staff...(NSS and SPQ, 2016).

FdA students at levels 1 and 2 will have the opportunity to visit the University of Plymouth (UoP) campus on at least 2 separate days over the course of the academic year. This will normally be close to the start of each term and includes attending lectures delivered as part of the undergraduate programme within the Business School, as well as specific visits set up to meet staff and students at UoP.

The Programme team will continue to work hard to maintain the high level of performance in teaching and supporting the students and will closely collaborate with local employers, other Fds in the College, surrounding Colleges and Plymouth University.

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The Programme team will continue to work hard to maintain the high level of performance in teaching and supporting the students and will closely collaborate with local employers, other Fds in the College, surrounding Colleges and Plymouth University.

#### **4.4 Work-based learning opportunities and employability:**

Designed in cooperation with and supported by employers, the programme has a strong focus on further developing employability skills appropriate to the workplace. All modules are linked to various private, public, charity and not-for-profit organisations. The illustrative are the Research and Professional Development modules based on students conducting a real, not simulated project in their workplace on a variety of topics:

- a survey or a secret shopper study to evaluate the staff and/or customer satisfaction
- an action research to identify the problems related to staff motivation, productivity, efficiency and effectiveness in managing the financial, physical and human resources, customer loyalty, etc.
- organise the events internally or externally to the organisation
- evaluate the use of IT in an organisation and suggest the improvements
- investigate the need for and design a staff development and training plan



- design organisational systems and processes appropriate to their level of study, etc.

The elements of business relationships and communication practice; sustainability, business research and big data mining are incorporated and focus on developing the analytical, research and communication skills and also encourage creative thinking and problem solving all of which are highly valued by employers in a contemporary business.

Students are encouraged to participate in 2-4 weeks of work-based learning each semester to support their studies. Finding placement is the responsibility of the student however support will be provided where necessary. In the event of an organisation ceasing trading or a student losing their placement support will be provided on a one-to-one basis to ensure the student is not disadvantaged.

#### **4.5 Partnership:**

Work based learning is in the heart of this programme and partnership is a key feature of the FdA, with the students working collaboratively with their work place mentor/coach (where feasible) and their personal tutor. This process is formalised and recorded with use of the Personal Development Profile to capture their development as reflective learners and reflective practitioners. Students are required to keep a Personal Development Programme log of their skills development and they are required to take a reflective approach to their studies, continuously evaluating and reflecting upon their personal skills. These threads of in class and work based learning and of personal and professional development flow through the whole programme.

The Business Head of School and the team ensure that we work in and strengthen our partnerships with employers (Fire Rescue Service, Marriott Hotel, Housing Association, Lloyds Pharmacy, Barclays Bank), Plymouth University and our local HEIs, local further education colleges and Sector Skills Councils. For example senior managers from the employers and other further education college representatives (vice principal) attending the students' presentation in class and in the workplace.

#### **4.6 Flexibility:**

- flexible admission whereby students without GCSE Maths and/or English can gain these qualifications during the course
- students are able to “*earn and learn*” - retain (or gain) a part time job whilst studying
- the programme and assignments are based on and around real work situations

- small cohorts provide a unique student experience through peer support; learning about other working environments, establishing close business and friendship relationships
- building the business network and the opportunities for career development
- excellent support of students' independence, self-reflection and personal development including the use of technology such as the VLE and through coaching, mentoring, module and pastoral tutoring to aid such activities
- the early identification of students needing support and the study skills support provided as well as the opportunity to further improve literacy, numeracy and IT skills whilst in the College
- flexible progression.

#### **4.7 Articulation and Progression routes:**

The Programme provides opportunities for continuous development and lifelong learning enabling students with widely differing educational backgrounds and entry qualifications: NVQs, professional diplomas, apprenticeships or mature students who have had relevant work experience to access Higher education.

Following successful completion of the Foundation Degree students have a range of progression routes to Level 6 'top-up' final year at Plymouth University including:

- BA (Hons) Business
- BSc (Hons) Management Practice
- BA (Hons) Human Resource Management
- BA (Hons) International Management
- BA (Hons) International Trade and Operations Management

Students may also progress to the second or final year of other honours degrees, or to professional qualifications at other institutions and universities.

#### **5. Relevant QAA Subject Benchmark Group(s)**

Characteristics Statement Foundation Degree (September 2015)

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf>

Business and Management (2015)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

The originating source for describing these levels is the Quality Assurance Agency's (QAA) Framework for Higher Education Qualifications (FHEQ) and

Foundation degree, the QAA Quality Code, SEEC Level descriptors and General Business and Management subject benchmark statement with the objective of ensuring the development of appropriate knowledge and understanding, intellectual and transferable skills to enable successful students to progress to one of the progression routes stated in 4.6 above. These descriptors are provided in the following sections.

(2.1– 2.5; 3.1-3.10; 4.1-4.9; 5.1-5.5). These benchmarks are reflected in the design of this Business foundation degree and thus this programme provides:

- a study of organisations, their management, the economy and the business environment
- preparation for and development of a career in business and management
- enhancement of a wider range of skills and attributes which equip graduates to become effective global citizens and
- motivation to continue academic and/or professional studies.

Work based learning (WBL) and engagement with employers are central to the foundation degree concept. It has been embraced through an ethos and definition of WBL as “learning through, for and at work”. The programme is designed to reflect the real life experience of working in a business environment: developing students to work independently, in teams and for themselves in a variety of business-oriented activities. Whilst the WBL modules in the programme are the focal point for developing employability skills and engagement with employers, they are not the sole points in the programme of such engagement. There is an emphasis throughout on real life case studies and briefs, and these culminate in the second-year WBL project integrated into the Personal Development module, in which students put “the needs of an organisation” at the heart of their project. Such organisations will commonly be SMEs (small and medium enterprises), but could also include large employers, public services, charities and not-for-profit groups.

## **Programme Structure**

**See Appendix 1**

## **7. Programme Aims**

The programme explores Business from a holistic view within various contexts. Students are introduced, initially, to the scope and functions of business and basic management concepts and theories to a contemporary and practical level; to the integrated organisational behaviour aspects with business management and decision making and programme gradually develops their understanding of the internal and external environment in which businesses operate. The programme intends to meet the skills gaps in work – based management and specialist

management skills and techniques within the sectors; develop higher skills in the workforce with a greater focus on practice, business and enterprise; increase employer investment in and their commitment to training (QAA, Bus & Management, 2015).

The aims of the programme are:

- 7.1. to provide curricula informed by local businesses and students which develop a range of professional, vocational, technical, employability, transferable and key skills appropriate to the level of award
- 7.2. to enable candidates to apply contemporary business and management concepts to the management of projects, for example to use research, IT and analytical skills and identify the most effective tools and methods to enhance the performance of Business, operation, strategic systems and sustainability
- 7.3. to develop lifelong, independent and reflective learners
- 7.4. to enhance the employability and career prospects of learners
- 7.5. to produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region
- 7.6. to help students develop understanding and evaluation of the theories and practices of organisational relationships, communications and management
- 7.7. to identify performance enhancement strategies for an administrative, operational and management systems in an organisation through work-based learning.

## **8. Programme Intended Learning Outcomes**

Knowledge and understanding is acquired through the programme at levels 1 and 2. The modules at Level 1 provide a foundation with Level 2 modules providing development and a more analytical approach to business and management.

### **8.1 Knowledge and understanding**

Graduates will have developed knowledge and understanding of:

1. business organisations, how they are managed and the relationship between the organisation and the domestic and global economy including the integrated nature of business, the different legal and ethical frameworks that need to be considered in business
2. a range of management concepts, practices and skills which aid effective decision making to provide realistic solutions to business problems and the management of resources: human, physical and financial as well as own personal development and how this contributes to developing effective operational and strategic activities

## **8.2. Cognitive and intellectual skills**

Graduates will have developed the ability to:

1. apply appropriate concepts, business models and analytical techniques to business problems and issues arising from both familiar (routine), unfamiliar (new) and work based situations and consider them from a range of different stakeholder perspective
2. apply skills of collection, analysis and evaluation of data related to the business situation identifying problems and recommending solutions for a range of routine and complex contexts.

## **8.3. Key and transferable skills**

Graduates will have developed the ability to:

1. work effectively alone and in groups taking responsibility for own learning and communicate effectively using a variety of media: writing, oral presenting, sophisticated use of technology and reflect on your performance
2. process numerical information competently; present, discuss and defend ideas, concepts and views through formal and informal verbal and written means.

## **8.4. Employment related skills**

Graduates will have developed ability to:

1. employ a range of appropriate skills, tools and techniques across different settings to successfully plan and manage time, people, operations and other resources available to achieve objectives and meet deadlines to successfully deliver tasks/work on time
2. transfer skills and knowledge across different settings and Work-based contexts and take responsibility for own learning reflecting on own performance and that of others and devise plans to improve the identified skills and enhance personal career.

## **8.5. Practical skills**

Graduates will have developed ability to:

1. demonstrate academic literacy and present information in a variety of forms appropriate to a business setting and for commercial and academic audiences including verbal presentations, written documents (reports, essays, business cases, seminars, interviews with a panel), etc.

2. select and apply appropriate skills and technique when working independently with minimal supervision and show effective contribution to group projects and problem solving.

### 8.6 Ethics and Sustainability

Graduates will have developed ability to:

1. Outline the concepts and philosophies underpinning sustainability and its four pillars, outline the features of the business environment (local, national, global) influencing current thinking on business-society and business-environment relationships. Recognise the various ethical frameworks that can apply to a situation and apply the key elements of ethical thinking to business situations.
2. Develop a vocabulary for discussing ethical issues. Reflect on the internal and external factors that enable or constrain ethical and sustainable practice. Critically reflect on your own values and practices and your role as a potential agent of positive change.

### 9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above.

Entry Requirements for FdA Business	
A-level/AS-level	Normal minimum entry requirements are A-level totalling 56 UCAS points including a course related subject.  We welcome applications from mature students (over 21) who have relevant work experience and/or other non-standard qualifications.
Students without the above but with one or more of the following would be considered for interview:	Some candidates may be invited for an interview before an offer is made.  NVQ Levels 3 or 4 in Business (Management, Administration, Team Leading) or other relevant NVQ 'A' levels/AVCEs in English or a business-related subject.
BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made. Grade D* Subsidiary Diploma, MM National Diploma, MPP Extended Diploma.
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma in Business with 30 pass and 15 credits at Level 3.
Welsh Baccalaureate	3 at A Level to include 3 with at least 1 EWS plus 120 points from WB.

Scottish Qualifications Authority	56 points including a course related subject.
Irish Leaving Certificate	B2 at Higher Level, to include a course related subject Ordinary Level Grade C Maths and English.
International Baccalaureate	IB overall to include a course related subject at HL 24 points If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Note: those applicants without formal academic qualifications who are able to demonstrate at least 2 years' experience of working in an accounting, administrative or management role with an employer at a supervisory level (NVQ Level 3) or above, may be able to join the programme after they have undertaken an interview with the College and can provide evidence from the workplace to support their application. This entry is at the College's discretion.	

For APCL/ APEL arrangement University Regulations apply.

For DAS            NA

For more information, please follow the link below:

<https://www.plymouth.ac.uk/uploads/production/document/path/7/7511/Section A Admissions.pdf>

## 10. Progression criteria for Final and Intermediate Awards

There are guaranteed progression routes. Following successful completion of the Foundation Degree students have a range of progression routes to a Level 6 'top-up' final year at Plymouth University including:

- BA (Hons) Business
- BSc (Hons) Management Practice
- BA (Hons) Human Resource Management
- BA (Hons) International Management
- BA (Hons) International Trade and Operations Management

Students may also progress to the second or final year of other honours degrees, or to professional qualifications, at other institutions and universities.

## 11. Exceptions to Regulations

N/A

## **12. Transitional Arrangements**

This programme replaces The Foundation degree in Business. No further students will be admitted on old course structure, but continuing students will see the old programme out. Any student requiring resits from the existing programme will be accommodated internally.

The existing programme is to be phased out. The stage 1 and stage 2 will cease to be available from 1 Sept 2019.



## 1.1. Assessment against Modules Mapping

### Stage 1

**FAR** Finance Accounting and Reporting

**BRS** Business Research Skills

**OB** Organisational Behaviour

**MA** Marketing

**EE** Enterprise and Entrepreneurship

**BE** Business Environment

Assessment	FAR	BRS	OB	MA	EE	BE
Essay			X	X		
Individual report	X				X	
Group/Individual project/ case study					X	X
Portfolio		X				X
Individual Presentation		X				
Group presentation			X			
Exam/Test	X					
Poster Presentation				X		

### Stage 2

**GBEC** Global Business and Economics

**HRM** Human Resource Management

**PD** Professional Development

**PM** Project Management

**CSR** Corporate Social Responsibility and Reporting

**AMC** Advertising and Marketing Communication

Assessment	GBEC	HRM	PD	PM	CSR	AMC
Essay	X	X				X
Individual report			X	X		
Portfolio			X			
Field/Practice work		X				
Exam/Test	X					

<b>Business case</b>					<b>X</b>	
<b>Seminar</b>					<b>X</b>	
<b>Individual Presentation Storyboard</b>						<b>X</b>
<b>Individual Presentation</b>				<b>X</b>		

## 1.2. Skills against Modules Mapping

### Stage 1

**FAR** Finance Accounting and Reporting

**BRS** Business Research Skills

**OB** Organisational Behaviour

**MA** Marketing

**EE** Enterprise and Entrepreneurship

**BE** Business Environment

<b>Skills</b>	<b>FAR</b>	<b>BRS</b>	<b>OB</b>	<b>MA</b>	<b>EE</b>	<b>BE</b>
<b>Oral presentation</b>		<b>X</b>	<b>X</b>	<b>X</b>		
<b>Essay writing</b>			<b>X</b>	<b>X</b>		
<b>Report writing</b>	<b>X</b>				<b>X</b>	
<b>Project management</b>		<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>Research skills</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>IT/Digital Literacy</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Team working</b>			<b>X</b>		<b>X</b>	<b>X</b>
<b>Academic Literacy/ (reading/note Taking)</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Time management</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>Evaluation techniques</b>	X	X	X	X	X	
<b>Data analysis</b>	X	X		X	X	X
<b>Data interpretation</b>	X	X	X	X	X	X
<b>Data information/ collection</b>	X	X	X	X	X	X
<b>Networking</b>		X	X		X	X
<b>Debating</b>		X	X		X	X
<b>Persuasion</b>				X	X	X

## Stage 2

**GBEC** Global Business and Economics

**HRM** Human Resource Management

**PD** Personal Development

**PM** Project Management

**CSR** Corporate Social Responsibility and Reporting

**AMC** Advertising and Marketing Communication

<b>Skills</b>	<b>GBEC</b>	<b>HRM</b>	<b>PD</b>	<b>PM</b>	<b>CSR</b>	<b>AMC</b>
<b>Essay writing</b>	X	X				X
<b>Report writing</b>			X	X	X	
<b>Project management</b>			X	X		
<b>Research skills</b>	X	X	X	X	X	X
<b>IT/Digital Literacy</b>		X	X	X	X	X
<b>Team working</b>		X	X			
<b>Academic Literacy/ (reading/note Taking)</b>	X	X	X	X	X	X

<b>Time management</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Evaluation techniques</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Data analysis</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Data interpretation</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Data information/ collection</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Networking</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Debating</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>Persuasion</b>			<b>X</b>	<b>X</b>		<b>X</b>

### 1.3. Appendices

Appendix 1– Learning Outcomes map

<b>LEVEL 4</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b> Knowledge of the underlying concepts and principles associated with their areas of study;</p> <p>Ability to evaluate and interpret these within the context of that area of study;</p>	<p>Honours Degree: Business and Management - Section 3</p> <p>3.1-3.7 There is an expectation that degree programmes covered by this Subject Benchmark Statement should provide a broad, analytical and highly integrated study of Business and management.</p> <p>3.2 Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.</p>	7.1	8.1.1	<p>COBC1211 COBC1213 COBC1214 COBC1215</p>
		7.2.	8.1-8.6	<p>COBC1210 COBC1211 COBC1212 COBC1214 COBC1215</p>
			8.2.1 8.2.2. 8.6.1 8.6.2	<p>COBC1210 COBC1211 COBC1212 COBC1213 COBC1215</p>

<b>LEVEL 4</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Ability to present, evaluate and interpret qualitative and quantitative data;	<p>Within the framework of organisations, business environment and management (set out in paragraphs 3.4-3.6) graduates should be able to demonstrate knowledge and understanding in the following areas: Markets, Marketing and sales, Customer Management, Finance, People management, Organisational behaviour and Organisational operations.</p> <p>3.6 Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations.</p>	7.2	8.3.1	COBC1210 COBC1211
			8.6.1	COBC1212 COBC1213
			8.6.2	COBC1214 COBC1215
		7.3.	8.1	COBC1210 COBC1211
		7.4	8.2 8.6	COBC1212 COBC1213 COBC1214 COBC1215
	7.5	8.3.2	COBC1210 COBC1211 COBC1213 COBC1214	
	.6			
<b><i>Students will be able to:</i></b> Evaluate the appropriateness of	Honours Degree: Business and Management - Section 3 3.5-3.7	7.3  7.3	8.1.1 8.1.2 8.6.1	COBC1211 COBC1212 COBC1213 COBC1212

<b>LEVEL 4</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p>different approaches to solving problems related to their area of study;</p> <p>Communicate the results of their study accurately and reliably and with structured and coherent argument</p>	<p>3.5 The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal</p> <p>3.7 Within the framework of organisations, business environment and management (set out in paragraphs 3.4-3.6) graduates should be able to demonstrate knowledge and understanding in the following areas:            Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.            Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p>	<p>7.4</p> <p>7.5</p> <p>7.6</p>	<p>8.6.2</p> <p>8.3.2</p> <p>8.4.1</p> <p>8.4.2</p> <p>8.4.1</p> <p>8.6.1</p> <p>8.6.2</p>	<p>COBC1214 COBC1215</p> <p>COBC1211 COBC1212 COBC1213 COBC1215</p> <p>COBC1210 COBC1211 COBC1212 COBC1213 COBC1214 COBC1215</p> <p>COBC1210 COBC1211 COBC1212 COBC1213 COBC1214 COBC1211 COBC1212 COBC1214</p>
<p>Undertake further training and develop new skills within a</p>	<p>Honours Degree: Business and Management - Section 3 3.8 -3.9</p>	<p>7.4</p>	<p>8.4.1</p> <p>8.4.2</p>	<p>COBC1211 COBC1212 COBC1214 COBC1215</p>



<b>LEVEL 4</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
structured and managed environment	3.8 Business and management degrees are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates.	7.7	8.3.1 8.3.2	COBC1211 COBC1212 COBC1214 COBC1215
<p><b><i>Students will also have:</i></b> The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</p>	<p>Honours Degree: Business and Management - Section 3 3.8-3.9 3.9 Graduates should be able to demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills. These include both subject-specific and generic skills.</p>	7.5	8.4.1 8.4.2	COBC1210 COBC1211 COBC1212 COBC1213 COBC1214 COBC1215
		7.6.		
		7.7	8.5.1 8.5.2	COBC1211 COBC1212 COBC1213 COBC1214 COBC1215

<b>LEVEL 5</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b> Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed;</p>	<p>Honours Degree: Business and Management - Section 3</p>	7.1	8.1.1	<p>COBC2184 COBC2185 COBC2186 COBC2187</p>
	<p>3.7 – 3.9 3.7 Within the framework of organisations, business environment and management (set out in paragraphs 3.4-3.6) graduates should be able to demonstrate knowledge and understanding in the following areas:</p>	7.2.	8.1.2	<p>COBC2190 COBC2191</p>
	<p>Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.</p>	7.3.	8.2.1	<p>COBC2185 COBC2186 COBC2187 COBC2190 COBC2191</p>
	<p>Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p>	7.4	8.2.2	<p>COBC2184 COBC2185 COBC2186 COBC2187 COBC2190 COBC2191</p>
	<p>5.4 On graduating with an honours degree in business and management, students will have:</p>	7.6	8.6.2	<p>COBC2184 COBC2185 COBC2186</p>
<p>Ability to apply underlying concepts and principles outside the context in which</p>	<p>knowledge and understanding of the key areas of business and management, the</p>	7.1		<p>COBC2190 COBC2191</p>

<b>LEVEL 5</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p>they were first studied, including where appropriate, the application of those principles in an employment context;</p> <p>Knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</p> <p>An understanding of the limits of the knowledge, and how this influences analyses and interpretations based on that knowledge</p>	<p>relationships between these and their application demonstrated competence within the range of subject-specific and generic skills and attributes a view of business and management which is predominantly influenced by guided learning with a limited critical perspective.</p> <p>5.3The factors which have been selected as the basis for differentiation between the two categories of achievement are the range and consistency of demonstration of:</p> <p>breadth, depth, integration and application of knowledge and understanding subject-specific skills generic skills and attributes, in particular: the capability to deal with uncertainty and complexity, and the capabilities of evaluation, reflection, creativity and originality</p>	<p style="text-align: center;">7.5</p> <p style="text-align: center;">7.2</p> <p style="text-align: center;">7.6</p>	<p style="text-align: center;">8.3.1 8.3.2</p> <p style="text-align: center;">8.4.1</p> <p style="text-align: center;">8.4.2 8.6.1 8.6.2</p> <p style="text-align: center;">8.1.1 8.1.2 8.3.1 8.3.2 8.6.1 8.6.2</p>	<p style="text-align: center;">COBC2185 COBC2187</p> <p style="text-align: center;">COBC2184 COBC2185 COBC2186 COBC2187 COBC2190 COBC2191</p> <p style="text-align: center;">COBC2184 COBC2185 COBC2186 COBC2187 COBC2190 COBC2191</p> <p style="text-align: center;">COBC2184 COBC2185 COBC2186 COBC2190 COBC2191</p>

<b>LEVEL 5</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
				COBC2184 COBC2185 COBC2186 COBC2187 COBC290 COBC2191  COBC2185 COBC2186 CONC2187 COBC2190
<p><b><i>Students will be able to:</i></b></p> <p>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</p>	<p>Honours Degree: Business and Management - Section 3 3.7-3.9</p> <p>3.7 Within the framework of organisations, business environment and management (set out in paragraphs 3.4-3.6) graduates should be able to demonstrate knowledge and understanding in the following areas:</p> <p>Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.</p>	<p>7.4.</p> <p>7.6.</p> <p>7.4</p>	<p>8.1.1 8.1.2 8.2.3</p> <p>8.1.2 8.2.1-8.2.2</p> <p>8.4.1</p> <p>8.6.1</p>	COBC2184 COBC2185 COBC2186 COBC2190 COBC2191  COBC2185 COBC2186 COBC2190 COBC2191  COBC2184 COBC2185

<b>LEVEL 5</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</p> <p>Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</p>	<p>Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p>	7.7	8.6.2  8.3.2 8.4.1	<p>COBC2186 COBC2190</p> <p>COBC2184 COBC2185 COBC2186 COBC2190 COBC2191</p> <p>COBC2184 COBC2185 COBC2186 COBC2190 COBC2191</p> <p>COBC2185 COBC2186 COBC2190 COBC2191</p>
<p><b><i>Students will also have:</i></b></p> <p>The qualities and transferable skills necessary for employment requiring</p>	<p>Honours Degree: Business and Management - Section 3 3.7-3.10</p> <p>5.5 On graduating with an honours degree in business and management, students will typically: have a wide knowledge and understanding of the broad range of areas</p>	7.5  7.6.	8.5.1  8.5.2 8.6.1 8.6.2	<p>COBC2184 COBC2185 COBC2186 COBC2190 COBC2191</p>

<b>LEVEL 5</b>				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
the exercise of personal responsibility and decision-making	of business and management and the detailed relationships between these and their application to practice consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.	7.6	8.3.1 8.3.2	COBC2184 COBC2185 COBC2186
		7.7	8.6.1 8.6.2	COBC2190 COBC2191
		7.1	8.4.1 8.4.2	COBC2184 COBC2185 COBC2186
		7.5-7.7	8.6.1 8.6.2	COBC2190 COBC2191
				COBC2184 COBC2185 COBC2186 COBC2190 COBC2191

## Appendix 2

Programme structure

FdA Business

Full/Part Time: *Full Time*

Stage 1

Stage 2

LEVEL 4				
Module Code	Module Title	No. of Credits	Core / Elective	Term
COBC1210	Financial Accounting and Reporting	20	Core	2
COBC1211	Business Research Skills	20	Core	1
COBC1212	Organisational Behaviour	20	Core	2
COBC1213	Marketing	20	Core	1
COBC1214	Enterprise and Entrepreneurship	20	Core	2
COBC1215	Business Environment	20	Core	1

LEVEL 5				
Module Code	Module Title	No. of Credits	Core / Elective	Term
COBC2184	Global Business & Economics	20	Core	1
COBC2185	HRM	20	Core	1
COBC2186	Professional Development	20	Core	1
COBC2187	Project Management	20	Core	2
COBC2190	Corporate Social Responsibility and Reporting	20	Core	2
COBC2191	Advertising and Marketing Communications	20	Core	2

# Module Records

## PLYMOUTH UNIVERSITY MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** COBC1210

**MODULE TITLE:** Financial Accounting and Reporting

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** N300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This module will provide an introduction to the management of finance in business and will cover a range of tools and techniques used to monitor and control business finances.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)	30%				

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

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

### **MODULE AIMS:**

The overall aim of the unit is to develop the knowledge, understanding and skills which are required in the preparation of financial statements and the interpretation of financial data to support the control of financial resources, aid planning and decision-making and evaluate organisational performance in an organisation.

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

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

1. record business transactions using double entry book-keeping, and be able to extract a trial balance
2. prepare final accounts for sole-traders, partnerships or limited companies
3. describe appropriate principles, conventions and standards used in business accounting
4. apply the planning tools used in management accounting



5. analyse financial data in an organisational context or a given scenario.

<b>DATE OF APPROVAL:</b> 19/05/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

**PLYMOUTH UNIVERSITY MODULE RECORD**

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:**133

**MODULE LEADER:** Clare Whatley

**OTHER MODULE STAFF:**

**Summary of Module Content**

- Accounting equation
- Double entry principle
- Final accounts, sole trader, partnerships, Ltd co. and non profit
- P&L and balance sheet analysis
- Ratio analysis
- Management accounting planning tools

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	14X2	Interactive lectures/debates/in class exercise/group work
Workshops	5X2	Practice/solving financial problems/group debate
Tutorial	1X12	Individual Tutorials (1hr per student)
Guided Independent study	150	60 hours spent on reading and research on assignment 60 hours on practising for assignment and test 10 hours correspondence, e-mail 20 hours spent on writing the assignment
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Written exam	E_			
	T_	In class test	100%	1. record business transactions using double entry book-keeping, and be able to extract a trial balance 2. prepare final accounts for sole-traders,

				partnerships or limited companies
Coursework	C_	Report	100%	<ul style="list-style-type: none"> <li>3. describe appropriate principles, conventions and standards used in business accounting</li> <li>4. apply the planning tools used in management accounting</li> <li>5. analyse financial data in an organisational context or a given scenario.</li> </ul>
Practice	P_			

**Updated by:** Slavica Talbot **Date:** 14 June 2021

**Approved by:** Alexandra Moruzzi: 14 June 2021

### Reading List

Atrill, P. and McLanney, E. (2012) Accounting and Finance for Non-Accounting Specialists. 8th Ed. Harlow: Pearson.

Dyson, J. R, (2010) Accounting for Non-Accounting Students. 8th Ed. London: Prentice Hall.

Glautier, M. (2010) Accounting Theory and Practice. Harlow: Prentice Hall.

Loughram, M. (2011) Financial Accounting for Dummies. New Jersey: Wiley Publishing.

McLaney, E. and Atrill, P. (2012) Accounting: An introduction. 6th Ed Harlow: Pearson.

## SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE: COBC1211**

**MODULE TITLE: Business Research Skills**

**CREDITS: 20**

**FHEQ LEVEL: 4**

**JACS CODE: X290**

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This is an introductory research module designed to acquaint the student with information search, evaluation techniques, basic retrieval methods and the tools available to mine big data. It combines the research and technical skills necessary to integrate and present information from different sources. It engages the student in inquiry based learning and reflection on the implications of studies for personal development.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	<b>70%</b>	<b>P1</b> (Practical)	<b>30%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

### **MODULE AIMS:**

The aims of this module are to:

- develop business research skills; evaluative techniques and basic retrieval methods using library and electronic sources on the Internet
- investigate the power of combining Big Data analytics with business processes within the legal and regulatory constraints
- apply knowledge and skills in work-based learning and reflect on the implications of studies and practice for personal development
- develop writing skills, critical appraisal and presentation skills including the use of business technology.

### **ASSESSED LEARNING OUTCOMES:**

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

1. identify the research process and evaluate basic methods for recording, storing, processing, presenting and discarding of data observing the regulatory requirements
2. exploit the power of Big Data Analytics with Business processes
3. conduct basic research, employ evaluative techniques, use basic retrieval methods in the library and on the internet and reflect on the implications of studies and practice on personal development
4. write confidently, appraise critically and present findings of own basic research using business technology.

<b>DATE OF APPROVAL:</b> 19/05/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep - 2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE: 133**

**MODULE LEADER: Slavica Talbot**

**OTHER MODULE STAFF:**

**Summary of Module Content**

Module explores the sources of information and basic research skills: identification/ evaluation/ validation/ storage/processing/presentation and disposal of data. It will address the recording, assimilation and presentation of information and data using Harvard reference conventions. It will explore the statistical techniques, including data collection and sampling theory and the use of a various software applications (Microsoft Office, Alternatives to Microsoft Office such as Open Office, alternative email sources, alternative presentation software, cloud based storage and collaboration - Google Drive, Sky Drive, Box, Drop Box, web conferencing: Google Hangouts, Skype, Adobe Connect, use of Social Media and any further developments) for communication, reflection, collection, analysis and presentation of data. The process of summarising, synthesising, drawing proper conclusions: testing and estimating could be considered. In addition, the process of personal development, reflective practicing, planning, recording and reflecting on own development is also considered.

<b>SUMMARY OF TEACHING AND LEARNING</b>				
<b>Scheduled Activities</b>		<b>Hours</b>	<b>Comments/Additional Information</b>	
Lectures		12X2	Interactive lectures, debate on BDA, Legalities, guest speakers	
Workshops		6X2	Workshops and focus groups to debate the issues	
Project Supervision		12X2	Individual mentoring through the research project and portfolio building	
Independent study		140	70 hours spent on individual project/ investigation/ collection/ testing and processing of data 50 hours spent on communication, reading, a portfolio recording 20 hours spent on writing the assignment	
<b>Total</b>		<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>	
<i>Category</i>	<i>Element</i>	<i>Component Name</i>	<i>Component weighting</i>	<i>Comments</i>
Written exam	E_			

	T_			
Coursework	C_	E-Portfolio	100%	<ol style="list-style-type: none"> <li>1. Identify the research process and evaluate a various methods for recording, storing, processing, presenting and discarding of data observing the regulatory requirements.</li> <li>2. Exploit the power of Big Data Analytics with Business processes.</li> <li>3. Conduct a basic research, employ evaluative techniques, use basic retrieval methods in library and on internet and reflect on implications of studies and practice on personal development.</li> </ol>
Practice	P_	Oral Research Report	100%	<ol style="list-style-type: none"> <li>4. Write confidently, appraise critically and present findings of own basic research using the business technology.</li> </ol>
<b>Updated by:</b> Slavica Talbot Date: 14 June 2021			<b>Approved by:</b> Alexandra Moruzzi Date: 14 June 2021	

### Reading List

Burns, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Startups*. Basingstoke: Palgrave MacMillan.

Costley, C., Elliot, G. and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

Flick, U. (2014) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE, 3<sup>rd</sup> Edition.

Gray, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.

Sanders, M., Lewis, P. and Thornhill, A. (2012) *Research Methods for Business Students*. 6th Ed. Harlow: Pearson.

## PLYMOUTH UNIVERSITY MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** COBC1212

**MODULE TITLE:** Organisational Behaviour

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** N215

**PRE-REQUISITES:**

None

**CO-**

**REQUISITES:**

None

**COMPENSATABLE:** Y

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

This module is designed to give students an understanding of the key factors which affect the behaviour of people and teams within organisations. To recognise own and other team members contribution, strengths and weaknesses and be able to collaborate effectively to deliver objectives.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

Business and Business Management

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

#### **MODULE AIMS:**

The aim of the unit is to develop an understanding of the influence that culture, structure, politics and power have on the behaviour of others in an organisational context, why people act the way they do, individual and team motivation and performance, how teams work well together and the impact of different styles of leadership and management.

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

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

1. explain the influence of ethics, culture, politics and power on the behaviour of others in an organisational context
2. evaluate management and leadership styles and their impact on individual and team performance
3. examine the effect of individual and team motivation on performance and identify the factors of high-performing teams
4. work effectively as part of a team.



<b>DATE OF APPROVAL:</b> 19/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep - 2017	<b>SCHOOL/PARTNER:</b> City of Bristol
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Slavica Talbot

**OTHER MODULE STAFF:** Chomu  
Madechangu

**Summary of Module Content**

Module investigates the difference between the function of a manager and the role of a leader. It explores a range of management and motivational theories and the effect of management style and motivation on performance. It examines the influence of culture, politics and power on the behaviour of individuals and teams within a range of organisational settings. Undertake work-based learning to establish how culture, politics and power impact on the psychological contract and the behaviour of employers. It identifies the factors of high-performing teams and which would encourage students to model those factors in their own teams. It develops team working skills by working with others, managing conflict, setting ground rules and agreeing deadlines whilst confronting any underperformance of team members.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	12 x 2	Interactive lectures and guest speakers
Seminar	6 x 1	Facilitate learning and peer reviews
Tutorial	8 x 1	Group and individual tutorial time
External Visits	4 x 3	Industry visits to different sized organisations
Guided Independent study	150	45 hours research 40 hours group meetings and preparation of presentation slides and notes 35 hours work based learning 30 hours assignment writing
<b>Total</b>	<b>200</b>	

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_			
	T_			
Coursework	C_	Essay Word Count 2,500	100 %	1. Explain the influence of ethics, culture, politics and power on the behaviour of others in an organisational context

				2. Evaluate management and leadership styles and their impact on individual and team performance
Practice	P_	Group Presentation	100%	3. Examine the effect of individual and team motivation on performance and identify the factors of high-performing team 4. Work effectively as part of a team

<b>Updated by:</b> Slavica Talbot Date: 14 June 2021	<b>Approved by:</b> Alexandra Moruzzi Date: 14 June 2021
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### Reading List

Archer, D. and Cameron, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control*. 2nd Ed. London: Routledge.

By, R.T. and Burnes, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.

Cross, C. and Carberry, R. (2016) *Organisational Behaviour: An introduction*. London: Palgrave Macmillan.

Huczynski, A. and Buchanan, D. (2013) *Organisational Behaviour*. 8th Ed. Harlow: Pearson.

Levi, D. (2014) *Group Dynamics for Teams*. 4th Ed. London: SAGE.

Mullins, L.J. (2016) *Management and Organisational Behaviour*. 8th Ed. Harlow: Pearson.

Schedlitzki, D. and Edwards, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: SAGE.

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC1213

**MODULE TITLE:** Marketing

**CREDITS:** 20

**FHEQ LEVEL:**  
4

**JACS CODE:** N500

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

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

This module introduces students to the core principles of marketing. It focuses on examining what marketing actually is, and defining the marketing concept. It also examines how marketing activities are deployed by organisations and how consumers then respond to the seven tactical components of the marketing mix configured for a particular target segment

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A				

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

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

**MODULE AIMS:**

To provide the knowledge and understanding of the function of marketing within the organisation. It will demonstrate how an appreciation of customer behaviour can enable effective targeting through and appropriately configured marketing mix designed to address market and customer needs. Topics covered in this module include the marketing concept, from its historical origins to its contemporary practice, as well as an understanding of the marketing mix. It provides an introduction to the specific topic of consumer behaviour, marketing research and international marketing. It also considers how marketing is carried out in various organisational settings.

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

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

1. analyse the role and function of marketing
2. identify the factors that would influence customer behaviour
3. apply and adapt an appropriate marketing mix for an explicit market segment.
4. discuss your findings and present information in a structured format.

<b>DATE OF APPROVAL:</b> 19/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep 2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Semester 2

## PLYMOUTH UNIVERSITY MODULE RECORD

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE: 133**

**MODULE LEADER: Zahid Gill**

**OTHER MODULE STAFF: Chomu Madechangu**

**Summary of Module Content**

The concept of Marketing: What is marketing - marketing defined; the origins and development of marketing to current practice. Company orientations towards the marketplace. Marketing as a business philosophy and as an organisational function. Marketing channels: Definition of marketing channels and examination of different channel strategy. Marketing promotions: Components of the promotional mix; and the role and definition of the promotional tools. Market segmentation, targeting and positioning strategies: The concept of segmentation; targeting consumer markets; defining marketing positioning strategies. Pricing strategies: External and internal influences on the pricing decision; pricing strategies. The role of price in the marketing mix. Product strategy: What is a product and dimensions of a product; classifying products; product management strategies; product life cycle strategies; what is a Brand? Implications of brands for buyers and sellers; branding strategies.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	36	Interactive Lectures, discussions and debates; focus groups to examine and reflect on the issues
Workshop	14	CSR Case studies examined – information tested validity and credibility
Independent Study	150	Self-directed study and research of assessment topics identified
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_	N/A		
	T_	N/A		
Coursework	C_	Essay 2,500 words	100%	1. analyse the role and function of marketing

				<p>2. identify the factors that would influence customer behaviour</p> <p>4. discuss your findings and present information in a structured format.</p>
Practice	P_	Poster Presentation	100%	<p>3. apply and adapt an appropriate marketing mix for an explicit market segment.</p>

<b>Updated by:</b> Slavica Talbot Date: 24/03/2017	<b>Approved by:</b> Alexandra Moruzzi Date: 14 June 2021
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### Reading List

Armstrong, G., Kotler, P. and Opresnik, M.O. (2016) Marketing and Introduction. Harlow: Pearson.

Blyth, J. (2012) Essentials of Marketing, 5<sup>th</sup> Ed. Harlow: Prentice Hall.

Hooley, G., Nicoulaud, B. and Piercy, N. (2017) Marketing strategy and competitive positioning, 6<sup>th</sup> Ed. Harlow: Prentice Hall

Mackay, A. and Wilmshurst, J. (2002) Fundamentals and Practice of Marketing, 4<sup>th</sup> Ed. Routledge: London

McDonald, M. and Wilson, H. (2011) Marketing plan: how to prepare and use them. 7<sup>th</sup> Ed. Chichester: John Wiley and Sons.

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE: COBC1214**

**MODULE TITLE: Enterprise and Entrepreneurship**

**CREDITS: 20**

**FHEQ LEVEL: 4**

**JACS CODE N100**

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This module explores Enterprise, Entrepreneurship, and Entrepreneurialism; how they link and the key qualities skills and knowledge needed to become an entrepreneur. It focuses on equipping students to develop their understanding of these concepts, and how to develop their own enterprise skills and attributes. It encourages an awareness of the value of entrepreneurs and sustainable enterprise to our economy.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

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

**MODULE AIMS:**

The module distinguishes between being enterprising and entrepreneurial. It helps students understand their personal views on risk taking, resilience, challenge, perseverance and determination. The module also identifies the enterprise skills students already might have acquired and others they might wish to explore and develop further and how to do it. Opportunities are created for students to engage with a variety of entrepreneurial activities during their study and participate in a substantial group business project in the workplace or on College premises.

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

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

1. distinguish between being enterprising and entrepreneurial;
2. explore their own personal views on risk taking, resilience and challenge by undertaking and reflecting on self-assessment measures;



3. identify opportunities to engage in the entrepreneurial activity(s) and in creative problem solving;
4. apply entrepreneurial skills and techniques, communicate and manage relationships effectively and exercise decision making skills.

<b>DATE OF APPROVAL:</b> 19/05/17	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> Sep-2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

Additional notes (for office use only):

## PLYMOUTH UNIVERSITY MODULE RECORD

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE: 133**

**MODULE LEADER: Slavica Talbot**

**OTHER MODULE STAFF:**

#### **Summary of Module Content**

This module brings the awareness of the attitude, the initiative and the ability to recognise opportunities and the confidence to make the most of them. It explores the techniques for stimulating creative thinking and innovation for finding solutions to new problems, new approaches to old problems and the process of idea generation, entrepreneurial management and theory of entrepreneurial careers. It could also mean volunteering or getting involved in a work or community project, organising an event, or developing a new society or service. It could address the legitimacy of social enterprise and convergence theory of the entrepreneurial process; critical analysis of current business/working practice and stimulating innovation. In addition, it brings the awareness of the importance of change management in successful innovation. The awareness of the value of fresh thinking is achieved through the development of enhanced awareness, mind-set and capabilities to improve learner's effectiveness.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10X2	Interactive Lectures and debates based on study cases
Seminars	6X1	Weekly seminars to share reading and research material and to plan a project. Group size will be reflective of the need to facilitate and encourage ideas and discussion
Workshops	5X2	Working on a business project
Project Supervision	7X2	Individual discussion on project and guidance
Independent study	150	85 hours Researching, reading, collating information, conducting a project 35 hours group meetings, planning, building a business network and organising 30 hours additional reading, completion of assignment and revision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>

Written exam	E_			
	T_			
Coursework	C_	Individual Report	100%	<ol style="list-style-type: none"> <li>1. distinguish between being enterprising and entrepreneurial</li> <li>2. explore their own personal views on risk taking, resilience and challenge by undertaking and reflecting on self-assessment measures</li> </ol>
	P_	Group Project	100%	<ol style="list-style-type: none"> <li>3. identify opportunities to engage in the entrepreneurial activity(s) and in creative problem solving</li> <li>4. Apply entrepreneurial skills and techniques, communicate and manage relationships effectively and exercise decision making skills.</li> </ol>

**Updated by:** Slavica Talbot  
Date: 14 June 2021

**Approved by** Alexandra Moruzzi  
Date: 14 June 2021

### Recommended reading

Burns, P. (2016) *Entrepreneurship and Small Business: Start Up, Growth and Maturity*, Basingstoke, Palgrave.

Bessant, J. and Tidd, J. (2015) *Innovation and Entrepreneurship*, John Wiley & Sons, Chichester.

Carter, S. and Jones-Evans, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy*. London: Pearson.

Stutely, R. (2012) *The Definitive Business Plan: The Fast-track to Intelligent Business Planning for Executives and Entrepreneurs (Financial Times Series)*, Financial Times/ Prentice Hal.

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC1215

**MODULE TITLE:** Business Environment

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** N100

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Y

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

This module will provide an introduction into the way in which organisations are structured, the purpose of different types of organisation and the environment in which they operate. You will investigate legal and regulatory requirements and the key duties and responsibilities, both internally and externally to the organisation.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

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

**MODULE AIMS:**

To enable students to understand the purposes of organisations. They will learn how organisations are structured and how they set objectives. They will be able to appreciate the need to constantly monitor their external environment as well as the legal and regulatory requirements of the environment in which they operate. To develop effective teamwork skills and the ability to reflect on own and team performance.

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

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

1. describe the different types of organisations, how they are structured and how they set and deliver sustainable business objectives
2. explain the legal system that applies to organisations in England and Wales
3. investigate the ethical and legal impact on businesses
4. work within a team to research and collate information and present this in a logical and structured manner.

<b>DATE OF APPROVAL:</b> 19/05/2017	<b>ACADEMIC PARTNERSHIPS:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep - 2017	<b>SCHOOL/PARTNER:</b> City of Bristol College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

## PLYMOUTH UNIVERSITY MODULE RECORD

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Slavica Talbot

**OTHER MODULE STAFF:**

#### **Summary of Module Content**

Module investigates the purpose of different types of organisations such as for profit, not for profit and Non-Government Organisations (NGO's), their size, scope, structures and how they operate. Undertake work based learning to see how organisational structures, mission statements, values and objectives relate to day-to-day business activities. It would encourage students to examine the wider business environment from a political, economic, social, technological, legal and environmental (PESTLE) perspective. It explores the legal system in England and Wales and how legislation and regulation influence the choice of legal statuses for an organisation and the potential impact of law on business decisions. It provides opportunity to review case history and visit the courts to understand how the judiciary process works in relation to business law and the visible and invisible costs of prosecution to an organisation. It develops team working skills by working with others, managing conflict, setting deadlines and accountability.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	10 x 2	Interactive lectures and guest speakers
Seminar	4 x 1	Facilitate learning and peer reviews
Tutorial	5 x 1	Group and individual tutorial time
External Visits	7 x 3	Industry visits to different types of organisations (for profit, non-profit and NGO's)
Guided Independent study	150	45 hours research 40 hours group meetings and production of e-portfolio 35 hours work based learning 30 hours assignment writing
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_			
	T_			
Coursework	C_	Case Study	70 %	Individual activity: 1. Describe the different types of organisations, how they are structured and how they set and deliver sustainable business objectives

		E-portfolio	30%	2.Explain the legal system that applies to organisations in England and Wales Group activity
			100%	3.Illustrate the ethical and legal impact on businesses 4.Demonstrate effective teamwork to research and collate information and present this in a logical and structured manner
Practice	P_			

**Updated by:** Slavica Talbot  
Date: 14 June 2021

**Approved by:** Alexandra Moruzzi  
Date: 14 June 2021

### Reading list

Adams, A. (2016) Business Law for Students. 9th ed. London: Pearson.

Baron, P. (2010) Business and its Environment. 6th Ed. London: Prentice Hall.

Elliot, C. and Quinn, F. (2015). The English Legal System. 16th Ed. London: Pearson.

Marson, J. and Ferris, M. (2015) Business Law. 4th Ed. Oxford. Oxford University Press.

Palmer, A. and Hartley, B. (2011) The Business Environment. 7th Ed. Maidenhead: McGraw-Hill.

Weaterley, P. (Editor) and Otter, D. (Editor) (2014) The Business Environment: Themes and Issues in a Globalised World. 3rd Ed. Oxford. Oxford University Press.

Worthington, I. and Britton. C. (2014) *The Business Environment*. 7th Ed. Harlow Pearson.

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC2184

**MODULE TITLE:** Global Business and Economics

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** N190

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This module will focus upon global business organisation; how they operate in dynamic challenging environment. It will investigate the ever evolving field of global markets, global regulations, international banking and how they drive and are driven by global political and social processes. Ethical issues, sustainability and difference of culture and belief systems are explored as well as macro and micro economics theories.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)	30%				

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

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

**MODULE AIMS:**

The aim of this module is to widen the perspective of aspiring managers regarding the strategic implications of global change. Far from a strict economic analysis, the Division of Global Affairs Global Business and Economics approaches attempts to identify cross cutting issues including the development of global knowledge through technology transfer and innovation sharing and will explore the relationship of international financial institutions and markets to issue areas such as international law, conflict, human rights and environment. Module aims to develop an understanding of the economic environment and use of economic theory in Global business.

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

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

1. Demonstrate an advanced and coherent knowledge of the global economy and the development of global businesses using appropriate theoretical frameworks, concepts, models, tools and techniques.
2. Demonstrate sufficient knowledge of appropriate tools and techniques to analyse the issues facing global businesses in areas such as location, culture, currencies, technology, ethics and social responsibility.
3. Critically appraise economic theories applicable to markets and organisations
4. Demonstrate the use of economic theory to the analysis of Global Business issues.

<b>DATE OF APPROVAL:</b> 19/05/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

Additional notes (for office use only):



## PLYMOUTH UNIVERSITY MODULE RECORD

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Slavica Talbot

**OTHER MODULE STAFF:** Chomu Madechangu

#### Summary of Module Content

This module explores the Global business contexts within which business organisations operate and application of theories and concepts associated with management and business practice to contemporary global business contexts and specific case studies. It conveys the critical understanding of business globalisation and internationalisation from both academic and practitioner perspectives. It addresses some management and leadership theories and approaches to the globalised business world. Module provides an opportunity for students to develop an understanding of the impact of environmental forces on global organisations including legal, market, ethical, social and technological change issues. It encourages students to develop a critical understanding of the impact of sustainability, stakeholder management, ethics, and risk management on marketing decisions and performance. It explores the further contemporary and pervasive issues such as creativity, collaboration, innovation, responsibility, commercial awareness and entrepreneurship at the international and global levels. The Economics section explores micro economics (consumer choice, uncertainty and risk, production and costs) and global macro economics (production and output, macroeconomic equilibrium, economic growth, business cycles, unemployment and inflation).

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	12X2	Interactive lectures/debates based on individual research
Seminar	8X2	Case studies/problem solving
Tutorial	10X1	One-to-one assessment based/project wok
Guided independent learning	150	90 hours- areas of focus for reading provided within lectures, seminars and assessment briefs 20 hours communication online and collaboration with others 40 hours preparing and writing assignments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_			
	T1	In class test	100%	<ol style="list-style-type: none"> <li>1. Demonstrate an advanced and coherent knowledge of the global economy and the development of global businesses using appropriate theoretical frameworks, concepts, models, tools and techniques.</li> <li>2. Demonstrate sufficient knowledge of appropriate tools and techniques to analyse the issues facing global businesses in areas such as location, culture, currencies, technology, ethics and social responsibility.</li> </ol>
Coursework	C_	Essay 3,000	100%	<ol style="list-style-type: none"> <li>3. Critically appraise economic theories applicable to markets and organisations</li> <li>4. Apply economic theory to the analysis of Global Business issues.</li> </ol>
T1	P_			
<b>Updated by:</b> Slavica Talbot June 2021			<b>Date:</b> 14	<b>Approved by</b> Alexandra Moruzzi Date: 14 June 2021

### Recommended reading

Cantwell, J. and Piscitello, L. (2014) "Historical changes in the determinants of the composition of innovative activity in MNC subunits", *Industrial and Corporate Change*, Vol. 23, No. 3, pp. 633-66.

Cantwell, J. (2014) Revisiting International Business Theory: A Capabilities-Based Theory of the MNE." *Journal of International Business Studies* Vol. 45, No. 1.

Cantwell, J. (2014) "The Role of International Business in the Global Spread of Technological Innovation," in *International Business and Institutions After the Financial Crisis*, eds. Temouri, Y. and Jones, C.

Merlevede, B.; Spatareanu, M. and Schoors, K. (2014) "FDI Spillovers and Time Since Foreign Entry." *World Development* Vol. 56, pp.108-126.

Sloman, J.; Hinde, K. and Garratt, D. (2013) *Economics for Business* (Pearson).

Wallace, J. (2013) Economic and Business Environment *Vision: The Journal of Business Perspective*, 17/1, pp.87-89.

Chouinard, Y.; Ellison, J. and Ridgeway, R. (2011) The Sustainable Economy *Harvard usiness Review*, 89/10, pp.52-62.

## PLYMOUTH UNIVERSITY MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** COBC2185

**MODULE TITLE:** Human Resource Management

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** N600

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This module follows the employment cycle, attract, recruit, retain and terminate, to enable students to explore the role and function of human resources management and the policies and procedures organisations implement to ensure fair treatment and regulatory and legislative compliance to deliver competitive advantage.

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

Business

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

**MODULE AIMS:**

The module develops an understanding of the key principles of effective Human Resource Management (HRM) through the exploration of how organisations attract talent, the recruitment and selection processes, induction, training and development, performance management, employee reward and well-being and ending the employment relationship. Students will be able to appreciate the need for regulatory and legislative compliance and the potential consequences to both individuals and the organisation if any failure occurs. They will learn how to apply employment policies in a practical situation.

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

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

1. analyse the role and function of Human Resource Management and how effective resource management delivers organisational objectives and competitive advantage
2. evaluate how employment policies and practice ensure regulatory and legislative compliance
3. investigate the causes and costs to organisation and wider society cost of staff absence and identify good practice in managing well-being
4. apply employment policies in a work-related context.

<b>DATE OF APPROVAL:</b> 10/02/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep - 2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

**PLYMOUTH UNIVERSITY MODULE RECORD**

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Carol Mason

**OTHER MODULE STAFF:**

**Summary of Module Content**

Module investigates the purpose of Human Resource Management (HRM) and explores the employment cycle of attracting talent, recruitment and selection processes, delivering effective induction and training, managing performance in terms of reward and punishment and ending the employment contract. It will encourage students to examine the regulatory and legislative requirements relating to employment. It provides an opportunity for students to observe working practices first-hand through work based learning and industry visits. It develops an insight into people management skills and enables students the opportunity of practicing HRM processes in real life scenarios.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	13 x 2	Interactive lectures and guest speakers
Seminar	4 x 1	Facilitate learning and per reviews
Tutorial	6 x 1	Group and individual tutorial time
Practical classes and workshops	8 x 1	Simulated practical activities
External visits	2 x 3	Recruitment fairs and events
Guided independent learning	150	50 hours research 35 hours work based learning 35 hours assignment writing 30 hours preparation for practical assessment
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Written exam	E_			
	T_			
Coursework	C_	<b>Essay</b>	100 %  3,000	1: Describe the role and function of Human Resource Management and how effective resource management

				<p>delivers organisational objectives and competitive advantage</p> <p>2: Evaluate how employment policies and practice ensure regulatory and legislative compliance</p> <p>3: investigate the causes and costs to organisation and wider society cost of staff absence and identify good practice in managing well-being</p>
Practice	P_	Practical Skills Assessment	100%	4: Apply employment policies in a work-related context.

<b>Updated by:</b> Slavica Talbot Date: 14 June 2021	<b>Approved by</b> Alexandra Moruzzi Date: 14 June 2021
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Reading list:

Armstrong, M. and Taylor, S. (2014) Armstrong's Handbook of Human Resource Management Practice. 13th Ed. London: Kogan Page.

Bach, S. and Edwards, M. (2013) Managing Human Resources. Oxford: Wiley.

Bratton, J. and Gold, J. (2012) Human Resource Management: Theory and Practice. 5th Ed. Basingstoke: Palgrave.

Kew, J. and Stredwick, J. (2013) Human Resource Management in a Business Context. 2nd Ed. London: CIPD.

Leatherbarrow, C. and Fletcher, J. (2014) Introduction to Human Resource Management. 3<sup>rd</sup> ED. London: CIPD.

Torrington, D.; Taylor, S.; Hall, L. and Atkinson, C. (2011) Human Resource Management. 8th Ed. London: Prentice Hall.

Wilton, N. (2016) an introduction to Human Resource Management. 3<sup>rd</sup> Ed. London: Sage.

## PLYMOUTH UNIVERSITY MODULE RECORD

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

**MODULE CODE: COBC2186**

**MODULE TITLE: Professional development**

**CREDITS: 20**

**FHEQ LEVEL: 5**

**JACS CODE: N100**

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:**  
Yes

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

This module will develop the generic and transferable study skills to facilitate progression through current employment and Higher Education. It will equip students with the research skills to conduct an action research study to improve current business practices. It encourages creative and innovative thinking and develops the confidence to plan strategically to achieve personal, academic and career goals.

**ELEMENTS OF ASSESSMENT** [*Use HESA KIS definitions*] – see [Definitions of Elements and Components of Assessment](#)

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100 %	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**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 provide learners with an understanding and appreciation of the world of work. It supports the students' development of personal and professional attitudes appropriate to current employment and future career progression or graduate employment. The module provides opportunities for skills development, transferable skills, course-specific or technical skills, research skills, research methodology, action research, project management and implementation, reflective skills and experiential learning skills.



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

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

1. build a PDP E-portfolio to include: CV, self-assessment, academic theory linking with application in the workplace, reflective practices and action planning to evidence strategic personal development planning and achievements.
2. apply skills and knowledge appropriate to the work setting and conduct action research on a topic of your choice
3. analyse and discuss research findings and present information in a structured format.

<b>DATE OF APPROVAL:</b> 19/05/17	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	Semester 1

Additional notes (for office use only):

## PLYMOUTH UNIVERSITY MODULE RECORD

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE: 133**

**MODULE LEADER: Slavica Talbot**

**OTHER MODULE STAFF:**

#### Summary of Module Content

**E-Portfolio – PDP** could cover the Personal Development Planning, CV writing, time management and action planning; IT skills; problem solving techniques; personal presentation & communication skills, work environment, roles and responsibilities as appropriate to the student and reflective analysis of the work based learning experience.

**Research Project-Action Research** could address the sources of information and research methodology; assimilation, recording and presentation of information and data; Harvard reference conventions; statistical techniques including data collection, probability and sampling theory. In addition, it could address the quantitative and qualitative methods to help identify issues and improve business sustainability and the use of IT for collection, analysis and presentation of data.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	12X2	Interactive lectures/debate on the research topic/case studies
Project Supervision	12X2	Mentoring through the research project
Tutorials	12X1	Assessment of E-portfolio (online communication)
Independent studies	140	64 hours recording the E-portfolio, communication, reading. 55 Conducting an action research project. 21 hours written work and reflection
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_			
	T_			
Coursework	C_	E-Portfolio	30%	1. build a PDP E-portfolio to include: CV, self-assessment, academic

		Individual Report	70%	theory linking with application in the workplace, reflective practices and action planning to evidence strategic personal development planning and achievements.
			100%	2. apply skills and knowledge appropriate to the work setting and be able to conduct action research on a topic of your choice
				3. analyse and discuss your research findings and organise and present information in a structured format.
Practice	P_			

<b>Updated by:</b> Slavica Talbot Date: 14 June 2021	<b>Approved by</b> Alexandra Moruzzi Date: 14 June 2021
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**Recommended reading**

Bolton, G. (2014) Reflective practice: writing and professional development. 4th ed. Los Angeles: SAGE.

Woods, S. and West, M. (2015) The psychology of work and organizations. 2nd edn. Andover: Cengage Learning.

Pedler, M.; Burgoyne, J. and Boydell, T. (2013) Manager's Guide To Self Development. 6th ed. Maidenhead: McGraw-Hill Education. Available at:  
<http://liverpool.ebib.com/patron/FullRecord.aspx?p=1336597&entityid=urn:mace:eduserg.org.uk:athens:provider:liv.ac.uk>.

Huczynski, A. and Buchanan, D. A. (2017) Organizational behaviour. 9th ed. Harlow: Pearson.

Bryman, A. and Bell, E. (2007) Business Research Methods, 2nd edition, Oxford: Oxford University Press.

**PLYMOUTH UNIVERSITY MODULE RECORD**

**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC2187

**MODULE TITLE:** Project Management

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** N213

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Y

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

This module will enable students to develop an appreciation of the knowledge and skills required for successful project management in organisations.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

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

**MODULE AIMS:**

The module aim is to develop sufficient knowledge and understanding of the different theories, concepts and models to enable students to carryout project management activities, including planning and control of resources and the use of the project life cycle.

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

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

1. explore the importance of project management and its relationship in delivering sustainable organisational objectives
2. critically analyse different approaches to project management and justify method chosen
3. apply project management practice in a work related environment
4. critically evaluate the effectiveness of the project application

<b>DATE OF APPROVAL:</b> 19/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep - 2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

## PLYMOUTH UNIVERSITY MODULE RECORD

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR:** 2021-2022

**NATIONAL COST CENTRE:**133

**MODULE LEADER:** Carol Mason

**OTHER MODULE STAFF:**

**Summary of Module Content**

This module investigates the different theories, concepts and models of project management. It explores the triple constraints of time, budget and scope and how a range of organisations look to improve the effectiveness and efficiency of their operations through control systems and contingencies. It examines the influence of quality models and the drive for continuous improvement on the way organisations operate. Undertake work based learning to identify project opportunities, learn how to gain business approval through documentation such as a business case, project plan and cost-benefit analysis and how to evaluate the effectiveness of a project and ensure any lessons are carried forward to future projects. It identifies the skills, knowledge and behaviours of successful project managers which would encourage students to develop their skills and model these behaviours.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	14 x 2	Interactive lectures and guest speakers
Tutorial	8 x 1	Individual tutorial time
Practical classes and workshops	6 x 1	Use of project management software
Seminars	4 x 2	Facilitate learning and peer reviews
Guided independent learning	150	50 hours research, 35 hours work based learning, 35 hours assignment writing, 10 hours preparation for presentation, 20 hours delivery of project
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_			
	T_			
Coursework	C_	Written assessment – project plan	100 %	1. explore the importance of project management and its relationship in delivering sustainable organisational objectives

				<p>2. critically analyse different approaches to project management and justify method chosen</p> <p>3. apply project management practice in a work related environment</p>
Practice	P_	Presentation – Market stall	100%	4. critically evaluate the effectiveness of the project application

<b>Updated by:</b> Slavica Talbot Date: 07/02/2017	<b>Approved by:</b> Alexandra Moruzzi Date: 14 June 2021
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Reading List:

Jeffrey, K. (2015) *Project management, Achieving Competitive Advantage*. 4<sup>th</sup> Ed. London: Pearson.

Kerzner, H. (2017) *Project Management: A systems approach to planning, scheduling and controlling*. 12<sup>th</sup> Ed. New York: John Wiley & Sons.

Larson, E.W. and Gray, C.F. (2013) *Project Management: the managerial process*. 6<sup>th</sup> Ed. New York: McGraw-Hill.

Maylor, H. (2010) *Project Management*. 4<sup>th</sup> Ed. London: FT Prentice Hall.

Meredith, J. R.; Mantel, S. J.; Shafer, S. M. and Sutton, M. M. (2014) *Project Management in Practice*. 5<sup>th</sup> Ed. New York: John Wiley & Sons.

## PLYMOUTH UNIVERSITY MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE: COBC2190**

**MODULE TITLE: CORPORATE SOCIAL RESPONSIBILITY AND REPORTING**

**CREDITS: 20**

**FHEQ LEVEL: 5**

**JACS CODE: N211**

**PRE-REQUISITES:  
NONE**

**CO-  
REQUISITES:  
NONE**

**COMPENSATABLE: Y**

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

The module is intended to involve students in a purposeful and well-informed debate around the questions of corporate ethics, responsibility and accountability. The study of business and management should include a careful examination of the ethical basis of the position of business in society, the stresses that society wishes to place upon business and the limitations on business discretion.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A				

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

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

**MODULE AIMS:**

The module provides an introduction to corporate social responsibility (CSR), the meaning, tensions and conflicts that social responsibility entails and the role that accountability can play in the discharge of responsibility. The course will examine a range of theories related to CSR practice and explore practice in the field. The module will examine the practical and political constraints on the development of CSR and explore different ways in which the discharge of accountability might be achieved.

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

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

1. critically evaluate the differing ethical and social issues facing organisations.
2. critically assess the impact of corporate social responsibility on the operation of a chosen organisation.
3. explore how different organisations report their financial, social and environmental performance.
4. prepare a business case to support CSR initiatives.



<b>DATE OF APPROVAL:</b> 19/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 1

Additional notes (for office use only):

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**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE: 133**

**MODULE LEADER: Slavica Talbot**

**OTHER MODULE STAFF:**

**Summary of Module Content**

The theory and concept of corporate social responsibility; key arguments associated with the for CSR and the purpose of corporations, corporate governance and corporate social responsibility, reporting the triple bottom line, supply chain management, stakeholder theory, criticism of corporate social responsibility.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	14 x 2	Interactive lectures, discussions and debates; focus groups to examine and reflect on the issues.
Workshops	6 x 2	CSR case studies examined - information tested validity and credibility.
Tutorial	4 x 1	Individual tutorial time
External visits	2 x 3	Recycling centres and local authority initiatives
Independent study	150	70 hours research 35 hours work-based learning 15 hours of reflective practice 35 hours of assignment writing
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_		N/A	
	T_		N/A	
Coursework	C_	Business Case	100%	1. critically evaluate the differing ethical and social issues facing organisations. 2. critically assess the impact of corporate social responsibility on the operation of a chosen organisation.

				4. prepare a business case to support CSR initiatives.
Practice	P_	Seminar	100%	3. explore how different organisations report their financial, social and environmental performance.

<b>Updated by:</b> Slavica Talbot <b>Date:</b> 14 June 2021	<b>Approved by:</b> Alexandra Moruzzi <b>Date:</b> 14 June 2021
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**Reading List:**

Amaeshi, K., Nnodim, P and Osuji, O. (2012) Corporate Social Responsibility, Entrepreneurship and Innovation. Abingdon: Routledge

Crane, A. and Matten, D. (2010) Business Ethics 3<sup>rd</sup> Ed. Oxford: Oxford University Press

Matten, D. and Spence, L. (2014) Corporate Social Responsibility: Readings and Cases in a Global Context 2<sup>nd</sup> Ed. Abingdon: Routledge

O'Brien, J. (2009) Corporate Business Responsibility. Abingdon: Routledge

## PLYMOUTH UNIVERSITY MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE: COBC2191**

**MODULE TITLE: ADVERTISING & MARKETING COMMUNICATIONS**

**CREDITS: 20**

**FHEQ LEVEL: 5**

**JACS CODE: N256**

**PRE-REQUISITES:  
NONE**

**CO-  
REQUISITES:  
NONE**

**COMPENSATABLE: Y**

#### **SHORT MODULE DESCRIPTOR:**

Students will examine models, channels and creativities associated with communication and advertising in order to develop students' knowledge and understanding of the role of advertising and communication within marketing. It will equip you with practical knowledge and ability to create an integrated campaign within a costed communications plan to secure marketing objectives.

<b>ELEMENTS OF ASSESSMENT</b>					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A				

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

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

#### **MODULE AIMS:**

Advertising and communication strategies are a creative, important, evolving part of organisations' marketing programmes. The aim of this module is to provide students with a working knowledge of and the ability to develop a co-ordinated promotional campaign to achieve specified marketing and communications objectives. The module will to develop an understanding of integrated marketing communications mix and how effective campaign planning can reduce 'noise' and create a competitive advantage.

#### **ASSESSED LEARNING OUTCOMES:**

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

1. critically assess the role played by branding and impact of sustainability marketing in forming attitudes and awareness.
2. critically evaluate the role played by the Advertising Standards Authority ASA and the Code of Advertising Practice CAP.

3. construct a costed-integrated communications plan that recommends appropriate communication and advertising techniques to support the achievement of specific marketing objectives.
4. reflect and critically evaluate own attitudes towards advertising and communication in 21st Century.

<b>DATE OF APPROVAL:</b> 19/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> SEP - 2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> 2

Additional notes (for office use only):

**PLYMOUTH UNIVERSITY MODULE RECORD**

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

*Further details for current students should be provided in module guidance notes.*

**ACADEMIC YEAR: 2021-2022**

**NATIONAL COST CENTRE:133**

**MODULE LEADER: Zahid Gill**

**OTHER MODULE STAFF: Chomu Madechangu**

**Summary of Module Content**

The nature and role of marketing communications, the advertising agency communications theory, audiences and buying models, the communications mix, e-marketing/advertising. Strategy and objectives, media selection and scheduling for effective promotional planning. Ethics in and regulations of marketing communications, understanding how audiences respond, the advertising message.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	28	Interactive lectures, discussions and debates; focus groups to examine and reflect on the issues.
Field work	22	Communication and Advertising case studies examined – strategies and communication initiatives tested for validity and effectiveness of impact.
Independent study	150	Self-directed study and research of assessment topics identified.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b>
Written exam	E_		N/A	
	T_		N/A	
Coursework	C_	Essay 3,000 words	100%	<ol style="list-style-type: none"> <li>critically assess the role played by branding and impact of sustainability marketing in forming attitudes and awareness.</li> <li>critically evaluate the role played by the Advertising Standards</li> </ol>

				<p>Authority ASA and the Code of Advertising Practice CAP.</p> <p>3. reflect and critically evaluate own attitudes towards advertising and communication in 21st Century.</p>
Practice	P_	Presentation – Story Board	100%	<p>3. construct a costed-integrated communications plan that recommends appropriate communication and advertising techniques to support the achievement of specific marketing objectives.</p>

<p><b>Updated by:</b> Slavica Talbot</p> <p><b>Date:</b> 24/03/2017</p>	<p><b>Approved by:</b> Alexandra Moruzzi</p> <p><b>Date:</b> 14 June 2021</p>
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**Reading List:**

McQuail, D. (2010) McQuail's mass communication theory 6<sup>th</sup> Ed. Los Angeles: Sage

Fiske, J. and Jenkins, H. (2010) Introduction to communication studies 3<sup>rd</sup> Ed. London: Routledge

Stoklossa, U. and Rempen T. (2010) Advertising: new techniques for visual seduction. London: Thames & Hudson