

PETROC



UNIVERSITY OF PLYMOUTH

ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

FdA Business

Contents

Welcome and Introduction3
Programme Specification.....5
Module Records.....21

Welcome and Introduction

Welcome to FdA Business delivered at Brannams Campus by Petroc. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen business specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications. Subjects include:

- **Business Accounting** - The module introduces key aspects of accounting for decision making purposes. The aim is for students to gain an understanding of the management of finance within an organisation.
- **Economics for Business** - The module introduces students to the national and European business environment and considers a range of economic factors that affect decision making.
- **Marketing Fundamentals** - This module introduces basic principles of marketing and their application in a business context. Students will investigate the principles that underpin the marketing process and how they apply in a business.
- **Organisational Behaviour** - The module will use a range of theories and managerial approaches to analyse and explain human behaviour at work. The aim of this module is to provide students with an understanding of how organisations manage employees to achieve a range of managerial objectives
- **Developing Graduate Skills in Business** - The module seeks to encourage enthusiasm for life-long learning; and to facilitate productive reflection on previous learning experiences and future plans. The module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary to produce appropriate academic work and for future employment.
- **Law for Business** - This module introduces the legal system and frameworks in which businesses operate, before looking in depth at the impacts of contract law, employment law and consumer protection and what businesses are required to provide for employees and consumers.
- **Human Resource Management** - This module will provide learners with the principles and theories of human resource management. The module will focus on the employer need for a flexible workforce and the importance of training and staff development.
- **Corporate Strategy and Risk**- This module introduces the theory and practice of strategic planning. The emphasis is on the application of a range of planning models.

- Research Methods - This module introduces students to formal methods of advanced research, and allows the completion of a research project. The principles of research covered in this module will adequately prepare students for level 6 dissertation work.
- Enterprise and Innovation - The module will cover a range of business startup concerns including initial business ideas, researching a market, finance and legal requirements.
- Financial Management - This module is designed to develop an understanding of the sources of finance and costing information required by a business and the issues facing managers when making decisions regarding financial resources. Students will be expected to evaluate the role of the stock exchange in the provision of finance and analyse investment appraisal techniques when investing in capital expenditure.
- Sustainability in Business - This module will provide students with an introduction into sustainability in a business context. Students will study the concepts of environmental, economic and social sustainability and how this benefits businesses and consumers. The module will make use of case studies to highlight how this has been successfully achieved, and also highlight the impacts of businesses not abiding by these principles.

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 available at:
https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3059
- Your Module Guide available at:
https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=687
- Your University of Plymouth Student Handbook available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

Programme Specification

- Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Petroc North Devon Campus
Accrediting Body:	N/A
Language of Study:	English ¹
Mode of Study:	Full time and Part time
Final Award:	FdA
Intermediate Award:	
Programme Title:	FdA Business
UCAS Code:	N101
JACS Code:	N100
Benchmarks:	Business and Management 2015
Date of Programme Approval:	April 2016

- **Brief Description of the Programme**

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

This program has been designed to equip students with the skills and knowledge base required to work in a chosen business specialism or other graduate opportunity.

- **Details of Accreditation by a Professional/Statutory Body (if appropriate)**

N/A

- **Exceptions to Plymouth University Regulations**

(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

- **Programme Aims**

The programme will deliver:

1. An understanding of organisations, their management, the economy and the business environment.
2. A range of cognitive and intellectual skills together with competencies specific to business and management.
3. Enhancement of a wide range of skills and attributes which equip graduates to become effective global citizens.
4. Preparation for and development of a career in business and a platform for further study.
5. A range of personal and interpersonal skills including problem solving, research, creativity and digital literacy.

- **Programme Intended Learning Outcomes (ILO)**

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

1. Appreciate the internal and external business environment in which business operates.
2. Identify the skills and techniques relevant to the management of people, operations and other resources, effective decision making and performance.
3. Analyse a range of current issues including; sustainability, corporate responsibility, ethics, globalisation, innovation and enterprise
4. Select and manage information, research, investigate and evaluate evidence using appropriate research methods and use the findings to support conclusions and recommendations.
5. Interact and work effectively in a group in order to achieve an objective.
6. Communicate effectively in writing and orally using a range of methods and write reports for commercial and academic audiences.
7. Reflect upon and evaluate own actions and performance with a view to enhancing self-management and devising plans for enhancing personal and career development.

• **Distinctive Features**

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

- **Employability.** This degree is designed to produce graduates who have the theoretical underpinning, practical orientation and skillset required for employment in the business environment.
- **Practical focus.** The programme is designed to ensure that students are given the opportunity to undertake a range of practical and work based activity and learning, encompassing role plays, simulations, real projects and consultancy.
- **Enterprise and Sustainability** are themes introduced in the second year of the programme.
- **Knowledge and Understanding.** Develop a broad understanding of the complex, diverse and holistic nature of business activity in all sectors.
- **Personal development.** The skillset embedded in the programme seeks to enhance participants' personal development by improved self-awareness, and continuous development of the requisite business and study skills.
- **Mentoring and Support.** Throughout the programme we provide a supportive community and environment in which to learn. Students are supported in their study by subject tutors and they also receive individual support for their academic and personal development from their personal tutor.

• **Progression Route(s)**

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

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

BA (Hons) Professional Development (Business and Management) Stage 3 – Petroc

BA (Hons) Business Stage 3 – Plymouth

BA (Hons) Human Resource Management Stage 3 – Plymouth

BA (Hons) International Trade and Operations Management Stage 3 – Plymouth

 BSc (Hons) Management Practice Stage 3 – Plymouth

University of Plymouth Academic Partnerships Programme Quality Handbook UK 21-22

Page 7 of 46

Last Saved: 16/09/2021

- **Admissions Criteria**

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: 1. Key Skills requirement / Higher Level Diploma: and/or 2. GCSEs required at Grade C or above:	English and Maths Functional Skills level 2 combined with GCSEs English and Maths C or above
Level 3: at least one of the following: 3. AS/A Levels 4. Advanced Level Diploma: 5. BTEC National Certificate/Diploma: 6. VDA: AGNVQ, AVCE, AVS: 7. Access to HE or Year 0 provision: 8. International Baccalaureate: 9. Irish / Scottish Highers / Advanced Highers:	56 UCAS Points
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry qualifications will be considered on the basis of relevant work experience and attainment of transferable skills, which demonstrate an ability to study at this level.
APEL / APCL² possibilities:	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed in accordance with University of Plymouth Admissions Policy
Interview / Portfolio requirements:	Interview required
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

- **Academic Standards and Quality Enhancement**

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

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

Subject External Examiner(s): All modules are parented by this programme and therefore covered by this programme's external examiner. A number of these modules are shared with the FdA in Business and Management, Business with Computing and Business and Events.

Additional stakeholders specific to this programme: Students, graduates, employers and academic communities etc.

Programme Structure

FHEQ Level: 4 For: FdA Business				
F/T Route Year ³	P/T Route Year ¹¹	Core or Option Module ⁴	Credits ⁵	Module ⁶
1	1	Core	20	PETR1042 Economics for Business
1	1	Core	20	PETR1004 Organisational Behaviour
1	1	Core	20	PETR1005 Marketing Fundamentals
1	1	Core	20	PETR1006 Developing Graduate Skills in Business
1	2	Core	20	PETR1043 Business Accounting
1	2	Core	20	PETR1003 Law for Business

FHEQ Level: 5 For: FdA Business				
F/T Route Year ⁷	P/T Route Year ¹¹	Core or Option Module ⁸	Credits ⁹	Module ¹⁰
2	2	Core	20	PETR2052 Human Resource Management
2	2	Core	20	PETR2003 Sustainability in Business
2	3	Core	20	PETR2053 Research Methods
2	3	Core	20	PETR2054 Corporate Strategy and Risk
2	3	Core	20	PETR2004 Enterprise and Innovation
2	3	Core	20	PETR2005 Financial Management

³ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

⁴ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁵ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

⁶ Enter: the module code and its title

⁷ Enter: "1, 2, 3, 4 or No F/T (or P/T) Route"

⁸ Enter: "Core, Option Any Mix, Option Choice A, Option Choice B, Option Choice C, Option Choice D or Option Choice E (please ensure options are identified in a linked fashion)"

⁹ Enter: "10 Autumn, 10 Spring, 20, 30 or 40 (10 credit modules are an exception to Plymouth University regulations)"

¹⁰ Enter: the module code and its title

- **Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment¹¹**

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

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

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.4 – 3.7) By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Markets: the development, access and operation of markets for resources, goods and services. Marketing and sales: different approaches for segmentation, targeting, positioning generating</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	1	1,2	Report, case study, presentation, test	PETR1043 PETR1004 PETR1005

¹¹ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<p>sales and the need for innovation in product and service design.</p> <p>Customers: management of customer expectations, relationships and development of service excellence.</p> <p>Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.</p> <p>People: leadership, management and development of people and organisations including the implications of the legal context.</p> <p>Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.</p>					
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations and guest speaker presentations</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>People management: to include communications, team building, leadership and motivating others.</p> <p>Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.</p> <p>Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	2	4	Report, case study, presentation, test	PETR1004 PETR1042 PETR1043 PETR1005
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of Cognitive and intellectual skills will be facilitated in lectures and presentations as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p>Key Transferable Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9) By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Ability to work with people from a range of cultures.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	3	5,6	Report, case study, presentation, test	PETR1004 PETR1005 PETR1006

<p>Articulating and effectively explaining information.</p> <p>Building and maintaining relationships.</p>					
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure (specifically PETR1006 Developing Graduate Skills). For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research and communicate effectively.</p>					
<p>Employment Related Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.</p> <p>Self reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	<p>4</p>	<p>7</p>	<p>Portfolio, reflection</p>	<p>PETR1006</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The programme is intended to embed a variety of employment related skills. Within the context of business these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. PETR1006 Developing Graduate Skills requires the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.</p>					

<p>Practical Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Communication and listening including the ability to produce clear, structured business communications in a variety of media.</p> <p>Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	5	6	Reports, Case Studies	<p>All modules</p> <p>PETR1043 PETR1042</p>
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice. Teaching methods with include presentations, seminars and assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</p>					
<p>FHEQ level: 5</p>					
<p>Definitions of Graduate Attributes and Skills Relevant to this Programme</p>	<p>Teaching and Learning Strategy / Methods</p>	<p>Prog Aims</p>	<p>Prog intended Learning Outcomes</p>	<p>Range of Assessments</p>	<p>Related Core Modules</p>
<p>Knowledge / Understanding: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.4 – 3.7</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.</p> <p>Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.</p> <p>Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	<p>1</p>	<p>2,3</p>	<p>Report, case study, presentation, test</p>	<p>PETR2002 PETR2004 PETR2003</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: All modules will embed knowledge and understanding to enable students to reach the threshold standards to pass. Various methods of teaching will be used accompanied by a range of different assessments with Learning Outcomes designed to ascertain the level of knowledge and understanding of the students. Knowledge and understanding will be delivered by lectures, presentations and guest speaker presentations.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.</p> <p>Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.</p> <p>Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	2	4	Report, case study, presentation, test	<p>PETR2053 PETR2005</p> <p>PETR2002</p> <p>PETR2004</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be underpinning to all modules. Students will be required to access information about aspects of business from different types of sources and will be encouraged to communicate their findings in different contexts. Furthermore, the support and development of Cognitive and intellectual skills will be facilitated in lectures and presentations as well as through the use of assessments, which will include: essays, reports and presentations.</p>					
<p>Key Transferable Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Conceptual and critical thinking, analysis, synthesis and evaluation.</p> <p>Ability to work with people from a range of cultures.</p> <p>Articulating and effectively explaining information.</p> <p>Building and maintaining relationships.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	3	5,6	Report, case study, presentation, test	All modules
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: The programme of study is specifically designed to ensure students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching, learning and assessment in some measure (specifically PETR2002 Corporate Strategy and Risk). For example, students will need to demonstrate that they are able to solve problems, organise themselves, work to deadlines, make decisions, research and communicate effectively.</p>					
<p>Employment Related Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.</p> <p>Self reflection: self-analysis and an awareness/sensitivity to diversity in</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	4	7	Portfolio, reflection	PETR2052 PETR2002

<p>terms of people and cultures. This includes a continuing appetite for development.</p>					
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: The programme is intended to embed a variety of employment related skills. Within the context of business these skills could include: the development of practical and analytical skills; being able to present information effectively and being able to contextualise theory in to practice. PETR2002 Corporate Strategy and Risk requires the students to engage within the workplace and / or local employers in order to provide evidence for the assessed learning outcomes.</p>					
<p>Practical Skills: For this programme the following has been guided by the QAA Benchmark Statement in Business and Management 2015 (3.9)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.</p> <p>Communication and listening including the ability to produce clear, structured business communications in a variety of media.</p>	<p>Primary: Lectures and tutorials Secondary/Supplementary:</p>	<p>5</p>	<p>6</p>	<p>Reports, Case Studies</p>	<p>PETR2005</p> <p>All modules</p>
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: The range of practical techniques that will be taught, supported and developed, will include collection of data, analysis and interpretation of results, an awareness of reflective practice. Teaching methods with include presentations, seminars and assessment will be primarily through coursework (e.g. reports, presentations and reflective statements).</p>					

- **Work Based/Related Learning¹²**

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

FHEQ level: 4

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Work Placement	One week placement in year one		7	Reflection	PETR1006
<p>An explanation of this map: Students will be encouraged to undertake a one week work placement in the second semester of year one. In the event that they are unable to source a suitable placement the students will be required to reflect upon the development of work related and transferable skills through an existing part time employment role.</p>					

¹² The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

Module Records

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

MODULE CODE: PETR1042	MODULE TITLE: Economics for Business
------------------------------	---

CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module introduces students to the principles of microeconomics and macroeconomics in a regional, national and global context. Students will be expected to analyse the impact of supply and demand, identify a range of market structures and discuss a range of macroeconomic variables that impact upon the UK and global markets.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	50%	C1 (Coursework)	50 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The aim of this module is for students to be able to investigate issues concerning the interaction of business organisations and the environment they face, in particular directing focus on the economic environment in a national context.

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

1. Explain the relationship between market forces and organisational responses
2. Explain the spectrum of competition and analyse the impact upon market competitiveness.
3. Explain the major features of an economic system
4. Discuss the impact of a range of macroeconomic variables on organisations

DATE OF APPROVAL: 04/2016	FACULTY/OFFICE: Academic Partnerships
----------------------------------	--

DATE OF IMPLEMENTATION: 09/2016	SCHOOL/PARTNER: Petroc
--	-------------------------------

DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: Semester 2 - SP
------------------------------------	---------------------------------------

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 129
------------------------	---------------------------

MODULE LEADER: Elizabeth-Ann Lewis	OTHER MODULE STAFF: None
------------------------------------	--------------------------

SUMMARY OF MODULE CONTENT
Local & National Economy – types of economic system, role of state, Government policy. External Market factors – market forces, market types, organisational responses to market situation.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
<u>Self Directed</u>	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of economics. Students will also be expected to research and write the summative assessments for the module and revise for the examination within this allocated time.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_	<u>Examination (1 hour 30 mins)</u>	100% Total = 100%	LO3 and 4
	T_		% Total = 100%	
Coursework	C1	<u>Case study report (2500 words)</u>	100% Total = 100%	LO1 and 2
Practical	P_		% Total = 100%	

Updated by: Andrew Peacham	Date: 15/05/2020	Approved by: Andrew Peacham	Date: 15/05/2020
--------------------------------------	----------------------------	---------------------------------------	----------------------------

Recommended Texts and Sources:
Case, K., Fair, R. and Oster, S. (2012) <i>Principles of economics</i> . 10 th edn. Essex: Pearson Education
O'Sullivan, A., Sheffrin, S. and Perez, S. (2014) <i>Economics: Principles, applications and tools</i> . 8 th International edn. London: Pearson Education
Sloman, J. and Sutcliffe, M. (2000) <i>Economics</i> . 4 th edn. Harlow: Prentice Hall.

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

MODULE CODE: PETR1043		MODULE TITLE: Business Accounting			
CREDITS: 20	FHEQ Level: 4	JACS CODE: N100			
PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES			
<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> The module introduces students to key aspects of financial and management accounting in order to be able to use financial information for decision making purposes. Students will be expected to construct financial statements, analyse the accounting regulatory process and analyse the financial performance of a business using ratio analysis, budgeting and investment appraisal.</p>					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	40%	C1 (Coursework)	60 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: The aim of this module is for students to gain an understanding of the management of finance within a business organisation. They will learn how to interpret and use financial information for decision making purposes and be able to use the basic financial techniques in relation to costing, budgeting, pricing and investments.</p>					
<p>ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Construct financial statements and explain their role in the financial decision making process. 2. Analyse the accounting regulatory process including the application of concepts and conventions. 3. Analyse financial performance using financial ratio analysis. 4. Make decisions relating to costs and identify a range of budgeting techniques. 5. Use investment appraisal techniques to assess the viability of a project 					
DATE OF APPROVAL: 04/2016		FACULTY/OFFICE: Academic Partnerships			
DATE OF IMPLEMENTATION: 09/2016		SCHOOL/PARTNER: Petroc			
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER: Semester 1 (AU)			
Click here to enter date.					
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Katie Ladley	OTHER MODULE STAFF: None
-----------------------------	--------------------------

SUMMARY OF MODULE CONTENT

- Sources of finance – sources, choosing sources, implications of choice of source
- Finance as a resource – cost of finance, flow of finance, decision making, assets and liabilities
- Financial performance – financial statements, analysing performance using ratios, comparisons between financial statements
- Financial decisions – costing & budgeting, pricing, investment & project appraisal

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
<u>Self Directed</u>	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of finance for business students. Students will also be expected to research and write the summative assessment for the module and revise for the examination within this allocated time.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_	<u>Examination (1 hour 30 mins)</u>	100% Total = 100%	LO4 and 5
	T_		% Total = 100%	
Coursework	C1	<u>Report (2500 words)</u>	100% Total = 100%	LO1, 2 and 3
Practical	P_		% Total = 100%	

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources

Atrill, P. and McLaney, E. (2008) [Accounting and finance for non-specialists](#). 6th edn. Harlow: Pearson Education (Also available as a Petroc ebook, and a Plymouth ebook)

Dyson, J. (2007) [Accounting for non-accounting Students](#). 7th edn. Harlow: Pearson Education (8th edn. (2010) available as a Petroc ebook, and a Plymouth ebook)

Gowthorpe, C. (2005) [Financial accounting for non-specialists](#). 2nd edn. London: Thompson Learning

Wood, F. and Sangster, A. (2008) [Frank Wood's business accounting 1](#). 11th edn. Harlow: Pearson Education

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

MODULE CODE:	PETR1003	MODULE TITLE:	Law for Business
---------------------	----------	----------------------	------------------

CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module gives an introduction to the legal system and frameworks in which businesses operate, before looking in depth at the impacts of contract law, employment law and consumer protection and what businesses are required to provide for employees and consumers.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0 %	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0 %	A1 (Generic Assessment)	0 %		
T1 (Test)	0 %				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 To create an understanding of the legal structure's businesses operate within and provide an insight in to the specific aspects of law which impact on business operations and analysis of the role of law in the context of employment, personnel and employee relations.

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

1. Describe the court structures and legal structures in which UK businesses operate.
2. Acquire a working knowledge of the legal rules and regulations which are relevant to consumer and commercial transactions.
3. Explain the law relating to employment both individually and collectively
4. Appreciate the rate of change of labour legislation

DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 2 (SP)

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 130
------------------------	---------------------------

MODULE LEADER: Carolyn White	OTHER MODULE STAFF: None
------------------------------	--------------------------

SUMMARY OF MODULE CONTENT

- The court structures of the United Kingdom.
- The formation of a contract. The contents of a contract, conditions and warranties, innominate terms, exemption clauses.
- Vitiating factors, including mistake, misrepresentation, coercion, illegality and voidness.
- Discharge of contract, including remedies for breach. Employee status and contracts of employment including restraint of trade clauses.
- Discrimination in employment, equal opportunities policies, and equal pay. Individual rights at work, maternity rights.
- Dismissals, redundancy and transfer, maternity rights, part-time rights
- Trade Union law including collective redundancies and transfer of undertaking
- The law relating to health and safety at work.
- The role of ACAS and jurisdiction and powers of industrial tribunals.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self Directed Study	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of law for business students. Students will also be expected to research and write the summative assessments which comprise two reports.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		Total = 100%	
	T		Total = 100%	
Coursework	C1	Report (2500 words)	50%	LO1-2 LO3-4
		Report (2500 words)	50%	
Practical	P		Total = 100%	

Updated by: Andrew Peacham	Date: 15/05/2020	Approved by: Andrew Peacham	Date: 15/05/2020
--------------------------------------	----------------------------	---------------------------------------	----------------------------

Recommended Texts and Sources:

Kelly, D., Hayward, R. and Hamner, R. (2011) *Business law*. 6th edn. Abingdon: Routledge
 Keenan, D. (2006) *Smith & Keenan's law for business*. 13th edn. Harlow: Pearson Education
 Elliott, C. and Quinn, F. (2011) *Contract law*. 8th edn. Harlow: Pearson Education (Petroc ebook) (7th edn. available in hard copy)
 Elliott, C. and Quinn, F. (2011) *Tort law*. 8 edn. Harlow: Pearson Education (Petroc ebook) (7th edn. available in hard copy)
 Lockton, D. (2011) *Employment law*. 8th edn. Houndmills: Palgrave Macmillan

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

MODULE CODE: PETR1004	MODULE TITLE: Organisational Behaviour
------------------------------	---

CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module considers how organisational behaviour and attitude influences the behaviour of individuals and groups at work. The module will use a range of theories and managerial approaches to analyse and explain human behaviour at work.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0%	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The aim of this module is to provide students with an understanding of the theory of how organisations manage employees to achieve a range of managerial objectives. The intention being to consider organisational and employee behaviour from a theoretical perspective.

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

1. Identify and explain the advantages / disadvantages of a range of organisational structures
2. Identify a range of organisational cultures
3. Identify a range of theoretical approaches to human motivation
4. Analyse the significance of group behaviour at work
5. Demonstrate an understanding of a range of management and leadership styles and explain when each might be most appropriate.

DATE OF APPROVAL: 04/2016	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2016	SCHOOL/PARTNER: Petroc
cDATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Lee Norburn	OTHER MODULE STAFF: None
----------------------------	--------------------------

SUMMARY OF MODULE CONTENT

- Organisational Aims, Objectives, Policies, Organisational Structure and Development
- Organisational Culture. Systems of Communication
- Managing Change
- The Impact of Technology. Quality (Operations Management)
- Perception, Group Behaviour, Motivation, Leadership
- Business Ethics

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self Directed	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of organisational behaviour, management and leadership. Students will also be expected to research and write the summative assessments for the module which comprise two reports.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		0%	
	T_		Total = 100%	
Coursework	C1	Report (2500 words)	50%	LO1, 2 and 3 LO4 and 5
		Essay and reflection (2000 words)	50%	
Practical	P_		Total = 100%	

Updated by: Andrew Peacham	Date: 28/08/2019	Approved by: Andrew Peacham	Date: 28/08/2019
--------------------------------------	----------------------------	---------------------------------------	----------------------------

Recommended Texts and Sources:

Huczynski, A. and Buchanan, D. (2013) *Organizational behaviour* 8th edn. Harlow: Pearson Education

Mullins, L. and Christie, G. (2010) *Management and organisational behaviour*. 9th edn. Harlow: Pearson Education (Petroc ebook. 8th edition available in hard copy)

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

MODULE CODE: PETR1005	MODULE TITLE: Marketing Fundamentals
------------------------------	---

CREDITS: 20	FHEQ Level: 4	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces new marketing students to the fascinating world of modern marketing. It will analyse the major trends and forces impacting marketing and focus on how customer value and engagement is created in the digital and social age.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0%	C1 (Coursework)	100%	P1 (Practical)	0%
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 For students to investigate the principles that underpin the marketing process and how customer value and engagement is created in the digital and social age.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 1. Define marketing and the marketing process for a product, service or event.
 2. Appreciate the marketplace and customer value
 3. Design a customer value-driven strategy and mix
 4. Explain the role of digital technologies in marketing a product, service or event.

DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 (AU)

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
-------------------------------	----------------------------------

MODULE LEADER: Elizabeth-Ann Lewis	OTHER MODULE STAFF: None
---	---------------------------------

SUMMARY OF MODULE CONTENT

Top marketers share a common goal: putting the consumer at the heart of the marketing process. Today's marketing is all about creating customer value and engagement in a fast-changing, increasingly digital and social market place.

The changing nature of customer relationships with companies and brands is covered. Therefore, marketers now aim to create deep consumer involvement and a sense of community surrounding a brand—to make the brand a meaningful part of consumers' conversations and their lives. Today's new relationship-building tools include everything from web sites, blogs, in-person events, and video sharing to online communities and social networks such as Facebook, YouTube, Twitter, or a company's own social networking sites.

With the continuing trend toward two-way interactions between customers and brands, such topics as customer-managed relationships, crowd sourcing, integrated marketing communications and direct and online marketing are covered. Together with how marketers are blending the new digital and direct technologies with traditional media to create more targeted, personal, and interactive customer relationships.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self-Directed Study	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of marketing. Students will also be expected to research and write the summative assessments for the module which comprise two reports.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		Total = 0%	
	T_		Total = 0%	
Coursework	C_	Report (3000 words)	70%	LO 1,2 and 3 LO4
		Report (1500 words)	30%	
Practical	P_		Total = 100%	

Updated by: Andrew Peacham	Date: 28/08/2019	Approved by: Andrew Peacham	Date: 28/08/2019
--------------------------------------	----------------------------	---------------------------------------	----------------------------

Recommended Texts and Sources:

KOTLER, P., et al (2013). *Principles of Marketing 6th European Edition*. Toronto, Pearson Prentice Hall.
 Jackson, N.A. (2013) *Promoting and marketing events: theory and practice*. Abingdon, Oxon: Routledge.
 Baran, R.J. and Galka, R.J. (2013) *Customer relationship management: the foundation of contemporary marketing strategy*. New York: Routledge.

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

MODULE CODE:	PETR1006	MODULE TITLE:	Developing Graduate Skills in Business		
CREDITS:	20	FHEQ Level:	4	JACS CODE:	N100
PRE-REQUISITES:	NONE	CO-REQUISITES:	NONE	COMPENSATABLE:	YES
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> The module seeks to encourage enthusiasm for life-long learning; and to facilitate productive reflection on previous learning experiences and future plans. The module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary to produce appropriate academic work and for future employment.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0%	C1 (Coursework)	75%	P1 (Practical)	25%
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Educations					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS:					
<ul style="list-style-type: none"> To engage students and improve their ability to work independently and as part of a team, using effective communication skills. Develop a comprehensive portfolio and put together an action plan that supports their career development and practice. Establish a strong knowledge and understanding of interviews and the exercises that may be encountered at an assessment centre. To support students in developing as autonomous learners at HE level. Students will engage with a range of career development opportunities and external speakers to learn about the everyday work environments in sectors recently entered by graduates from related programmes. 					
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i>					
At the end of the module the learner will be expected to be able to:					
<ol style="list-style-type: none"> Reflect on their current skills and consider their own career development targets in the light of requirements for graduates in the workplace. Appreciate the ethical, legal and governance frameworks in the work environment. Reflect on how relevant theoretical perspectives have informed and enhanced students practical experience and/or knowledge within the subject area. Demonstrate the ability to identify, present and evaluate information that is correctly referenced. 					
DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc		
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year		
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Nicola Shapland	OTHER MODULE STAFF:
--------------------------------	---------------------

SUMMARY OF MODULE CONTENT

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

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice.
- Relevant legal requirements on businesses.
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality scholarly information.
- Development of techniques of academic writing and oral presentation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self-Directed Study	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts, and apply them to previous work placements/experience. Students will be expected to source a suitable work placement/activity if they are not currently engaged in full time employment.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		Total = 100%	
	T_		Total = 100%	
Coursework	C1	Reflection	Total = 100%	LO 2,3,4
Practical	P_	Presentation	Total = 100%	LO1
Updated by: Andrew Peacham		Date: 15/05/2020	Approved by: Andrew Peacham	Date: 15/05/2020

Recommended Texts and Sources:

ROOK, S. (2013). *The Graduate Career Guidebook: Advice for Students and Graduates on Careers Options, Jobs, Volunteering, Applications, Interviews and Self-employment*, Palgrave Macmillan

TROUGHT, F. (2012). *Brilliant Employability Skills*, Pearson Education Limited.

DAY, T. 2013. *Success in Academic Writing*, Palgrave Macmillan.

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

MODULE CODE:	PETR2052	MODULE TITLE:	Human Resource Management
---------------------	----------	----------------------	---------------------------

CREDITS: 20	FHEQ Level: 5	JACS CODE: N200
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module will provide learners with the principles and theories of human resource management. The module will focus on the employer need for a flexible workforce and the importance of training and staff development.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0%	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The aim of the module is for learners to understand how organisations recruit, select, appraise, train and develop staff to meet business need in an ever changing environment.

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

1. Explain the objectives and process of human resource planning
2. Explain recruitment and selection procedures
3. Analyse the purpose of performance management systems
4. Analyse the process of training needs analysis
5. Evaluate the success of learning and development within organisations.

DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 (AU)

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Lee Norburn	OTHER MODULE STAFF: Chris Bowden
----------------------------	----------------------------------

SUMMARY OF MODULE CONTENT

- The development of Human Resource Management
- Human Resource Planning. Job Design
- Recruitment and Selection
- Appraisal
- Employment Rights and Responsibilities
- Training policy and planning. Training needs analysis. Evaluation of training

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self-Directed Study	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts/websites such as acas that are related to the subject of human resource management. Students will also be expected to research and write the summative assessments for the module which comprise a portfolio and report.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		Total = 100%	
	T_		Total = 100%	
Coursework	C1	Report and portfolio (2000 words)	50%	LO 1 and 2 LO 3, 4 and 5
		Report (3000 words)	50%	
Practical	P_		Total = 100%	

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources:

Torrington, D., Hall, L. and Taylor, S. (2011) *Human Resource Management*. 6th edn. Harlow: Pearson Education

Beardwell, I., Holden, L. and Claydon, T. (2004) *Human Resource Management: A contemporary approach*. 4th edn. Harlow: Pearson Education
(8th edn. available as a Petroc ebook)

Bramley, P. (2003) *Evaluating training*. 2nd edn. London: Chartered Institute of Personnel and Development

Buckley, R. and Capel, J. (2009) *The Theory and Practice of Training*. 6th edn. London: Kogan Page.

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

MODULE CODE: PETR2053	MODULE TITLE: Research Methods
------------------------------	---------------------------------------

CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This module introduces students to formal methods of advanced research, and allows the completion of a research project. The principles of research covered in this module will adequately prepare students for level 6 dissertation work.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	0%	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
1. Develop students' ability to conduct both primary and secondary methods of data collection.
 2. Inform students of etiquette and codes of practice relevant to information gathering.
 3. Differentiate between methods of collection, illustration and interpretation for both qualitative *and* quantitative data.
 4. Apply derived data and information to a properly structured written report/case study.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Formulate and clarify a business research topic and design.
 2. Conduct a critical review of literature
 3. Collate and analyse primary and secondary data including quantitative and qualitative research.
 4. Apply an appropriate system of ethics to the research.
 5. Write and present a business research project

DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 1 (AU)

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Elizabeth-Ann Lewis	OTHER MODULE STAFF:
------------------------------------	---------------------

SUMMARY OF MODULE CONTENT

- Types of research: scientific, social scientific, psychological.
- Ethics in research.
- Data collection and interpretation.
- Primary and secondary research.
- Handling qualitative and quantitative methods.
- Analysis and report writing.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
<u>Self Directed Study</u>	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of research methods. A significant amount of time will be spent collecting and analysing primary and secondary research.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		% Total = 100%	
	T_		% Total = 100%	
Coursework	C1	Proposal and literature review	50%	LO1-2 LO3-5
		Research Project	50% Total = 100%	
Practical	P_		% Total = 100%	

Updated by: Andrew Peacham	Date: 15/05/2020	Approved by: Andrew Peacham	Date: 15/05/2020
-------------------------------	---------------------	--------------------------------	---------------------

Recommended Texts and Sources

Bell, J. (2010) [Doing your research project](#). 5th edn. Maidenhead: McGraw-Hill Open University Press (Also available as a Petroc ebook, and a Plymouth ebook)

Blaxter, L., Hughes, C. and Tight, M. (2006) [How to research](#). 3rd edn. Maidenhead: Open University Press

Coolican, H. (2009) [Research methods and statistics in psychology](#). 5th edn. London: Hodder Education.

Creswell, J. (2007) [Qualitative inquiry and research design: choosing among five approaches](#). 2nd edn. London: Sage

Denscombe, M. (2007) [The good research guide: for small-scale social research projects](#). 3rd edn. Berkshire: McGraw-Hill Education

(Also available as a Plymouth ebook)

McNiff, J. and Whitehead, J. (2010) [You and your action research project](#). 3rd edn. Abingdon: Routledge
(Also available as a Plymouth ebook)

Saunders, M., Lewis, P. and Thornhill, A. (2012) [Research methods for business students](#). 6th edn. Harlow: Pearson Education
(Available as a Petroc ebook, also as a Plymouth ebook. 5th edn. available at Petroc in hard copy)

Schostak, J. (2002) [Understanding, designing and conducting qualitative research in education](#).
Buckingham: Open University Press

Sharp, J., Peters, J. and Howard, K. (2002) [The management of a student research project](#). 3rd edn.
Aldershot: Gower

Silverman, D. (2010) [Doing qualitative research: A practical handbook](#). 3rd edn. London: SAGE Publications

Walsh, M. (2001) [Research made real: a guide for students](#). Cheltenham: Nelson Thornes Ltd.

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

MODULE CODE: PETR2054	MODULE TITLE: Corporate Strategy and Risk
------------------------------	--

CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces the theory and practice of strategic planning. It explores the nature of business strategy and policy-making aimed at attaining and sustaining a competitive advantage. The interrelationships between functions and the total value system will be scrutinised. Emphasis is placed on the application of a range of planning models and reflection upon the development of graduate skills in the workplace.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The module is designed to introduce the principles of the development and implementation of business strategy, providing learners with a range of strategic models which they are able to apply to resolve a variety of business challenges. The module will also provide learners with a work related learning experience upon which they will be required to evidence development of key graduate skills.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Fully assess the current situation of a business and the market in which it operates, based on analysis using the planning models applied.
2. Analyse the relevant tools and techniques to be used at the various stages of strategy formulation, with specific reference to the role of supply chain management as an integral element of corporate strategy.
3. Devise and submit time-based implementation & monitoring plans for the proposed strategic changes.
4. Identify the main risks in strategy implementation through scrutinising and reflecting on the planned projects, programmes and procedures of a particular organisation.

DATE OF APPROVAL: 04/2016	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Elizabeth-Ann Lewis	OTHER MODULE STAFF: None
------------------------------------	--------------------------

SUMMARY OF MODULE CONTENT

Through a series of tutorials, and specialist referral if necessary, students will be introduced to: The process in summary; Mission and vision, corporate objectives, organisational analysis, environment scanning, developing and evaluating alternative strategies, selecting and implementing strategy.

- Mission, Vision & Objectives
- SWOT, TOWS and PESTLE Analysis
- Porters 5 forces
- Value chain (Operations Management)
- Benchmarking (Operations Management)
- BCG Matrix
- Ansoff Matrix
- Porter's generic strategies
- Bowman's Strategy Clock

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self-Directed Study	152	Researching key areas and arranging meetings with specific individuals within a local business. Using appropriate strategic analysis tools to analyse current strategies. Reading around the subject area using the reading list and additional journal materials.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		% Total = 100%	
	T_		% Total = 100%	
Coursework	C1	Preliminary	40%	LO1-2 LO3-4
		Final Consultancy	60%	
Practical	P_		% Total = 100%	

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources:

Johnson, G., et al. (2013) *Exploring Strategy*, Pearson Education.

Campbell, D., et al. (2011) *Business Strategy: An Introduction*, Palgrave Macmillan.

Stutely, R. (2012) *The Definitive Business Plan: the fast track to intelligent planning for executives and entrepreneurs*. 3rd edn. Harlow: Pearson Education

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

MODULE CODE:	PETR2003	MODULE TITLE:	Sustainability In Business		
CREDITS:	20	FHEQ Level:	5	JACS CODE:	N100
PRE-REQUISITES:	NONE	CO-REQUISITES:	NONE	COMPENSATABLE:	YES
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module will provide students with an introduction into sustainability in a business context. Students will study the concepts of environmental, economic and social sustainability and how this benefits businesses and consumers. The module will make use of case studies to highlight how this has been successfully achieved, and also highlight the impacts of businesses not abiding by these principles.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: This module will provide students with an understanding of what sustainable behaviours are, and the importance of achieving economic, social and environmental sustainability. Students will also then be able to produce an analysis of a business to provide recommendations on how this could be achieved.					
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: Define the concept of sustainability, and the framework of 'triple bottom line'. Analyse the merits and drawbacks of operating within the framework of sustainability. Analyse business examples and investigate if the business is behaving in a sustainable manner. Provide recommendations to businesses/case studies on how sustainable practice could be developed, which over time would benefit customers, society and business.					
DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	Petroc		
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 2 (SP)		
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
-------------------------------	----------------------------------

MODULE LEADER: Lee Norburn	OTHER MODULE STAFF: Chris Bowden
-----------------------------------	---

SUMMARY OF MODULE CONTENT

- Definition of Sustainability
- Key Frameworks including Triple bottom line, Kyoto and Rio treaties
- Overview of economic, social and environmental sustainability and the relevance to business practice.
- Use of case studies/visits to understand real pressures facing businesses and how they can respond to these.
- Understanding the implications of non-sustainable behaviours on society, business and consumers in the medium-long term.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
<u>Self Directed</u>	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of sustainability. Students will also be expected to research and write the summative assessments for the module which comprise two reports.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		Total = 100%	
	T		Total = 100%	
Coursework	C1	Report (2500 words)	50%	LO1-2
		Report (2500 words)	50%	LO3-4
			Total = 100%	
Practical	P		Total = 100%	

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources:

Brundtland G et al, (1987), Our Common Future: Report of the 1987 World Commission on Environment and Development, Oxford, Oxford University Press

Porter, M.E. & Kramer, M.R. (2006): 'Strategy and Society. The Link Between Competitive Advantage and Corporate Social Responsibility'. Harvard Business Review. December 2006 2-15

Porter, Michael E. & Kramer Mark R., (2011, January–February). "The Big Idea: Creating Shared Value, Rethinking Capitalism", Harvard Business Review

WWF (2012): Living Planet Report 2012. Biodiversity, Biocapacity and Better Choices. Gland, Switzerland: WWF International.

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

MODULE CODE: PETR2004	MODULE TITLE: Enterprise and Innovation
------------------------------	--

CREDITS: 20	FHEQ Level: 5	JACS CODE: N100
--------------------	----------------------	------------------------

PRE-REQUISITES: NONE	CO-REQUISITES: NONE	COMPENSATABLE: YES
-----------------------------	----------------------------	---------------------------

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The focus of this module is the generic skills required when starting up a business, including the development of innovation in organisations. The module will cover a range of business start-up concerns from initial business ideas to legal requirements. The module examines characteristics of an innovative organisation and contextualises strategic options, including the cultural shift from operational to strategic thinking.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	75 %	P1 (Practical)	25 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 This module will enable learners to evaluate the effectiveness of innovation on potential success of a small micro business. Learners will develop a range of business skills required to start a micro enterprise. The aim of the module is based around the evaluation of business ideas and the design and production of a professional business plan. Students will understand the barriers to business growth and success, and evaluate and apply a range of strategic decisions to maximise the viability of ventures.

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

1. Evaluate a business idea and research the potential market for a small business activity.
2. Explain how finance can be raised and the legal requirements for a small business.
3. Produce a professional business plan based on the innovative proposal report.
4. Interpret the barriers to business growth and success, and evaluate and apply a range of strategic decisions to maximise the viability of ventures.

DATE OF APPROVAL: 04/2016	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2017	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: Click here to enter a date.	TERM/SEMESTER: Semester 2 - SP

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

MODULE LEADER: Elizabeth-Ann Lewis	OTHER MODULE STAFF: None
------------------------------------	--------------------------

SUMMARY OF MODULE CONTENT

- Create and define a business idea
- Evaluate the effectiveness of innovation on business objectives
- Distinguish suitable methods of marketing and sales promotion
- Customer care and retention
- Business growth and success
- Strategic decisions to maximise the viability of ventures
- Legal status of a business
- Employment legislation
- Raising Finance
- Profit and Loss
- Financial forecasting

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Self-Directed Study	152	Students will research and evaluate the probable effectiveness of a business within the specific area they choose to operate. Reading around the subject of business start-up/innovation using core text books and appropriate academic journals/reports.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		Total = 100%	
	T_		Total = 100%	
Coursework	C1	Business Plan	75% Total = 100%	LO 2, 3 and 4
Practical	P1	Presentation	25% Total = 100%	LO 1

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources:

FINCH, B. (2013). *How to Write a Business Plan*, Kogan Page.

EVANS, V. (2011). *The Financial Times Essential Guide to Writing a Business Plan: How to Win Backing to Start Up Or Grow Your Business*, Financial Times/Prentice Hall.

TAYLOR, D. (2015). *The Secrets of Big Business Innovation: An insider's guide to delivering innovation, change and growth*, Harriman House Publishing.

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

MODULE CODE:	PETR2005	MODULE TITLE:	Financial Management		
CREDITS:	20	FHEQ Level:	5	JACS CODE:	N100
PRE-REQUISITES:	NONE	CO-REQUISITES:	NONE	COMPENSATABLE:	YES
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module is designed to develop an understanding of the sources of finance and costing information required by a business and the issues facing managers when making decisions regarding financial resources. Students will be expected to evaluate the role of the stock exchange in the provision of finance and analyse investment appraisal techniques when investing in capital expenditure.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	50%	C1 (Coursework)	50 %	P1 (Practical)	% or Pass/Fail
E2 (Clinical Examination)	0%	A1 (Generic Assessment)	0%		
T1 (Test)	0%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Business, Health and Education					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: This module enables learners to identify and evaluate the accounting information relevant to decision making and analyse the key drivers which aid the financial planning process.					
ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"> 1. Evaluate a range of internal and external sources of finance. 2. Discuss the role of the stock exchange in the provision of finance. 3. Classify costs and evaluate the use of break-even analysis as a financial planning tool. 4. Evaluate a range investment appraisal technique such as NPV, ARR and IRR. 					
DATE OF APPROVAL:	04/2016	FACULTY/OFFICE:	Academic Partnerships		
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	Petroc		
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	Semester 2 - SP		
Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required					

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22	NATIONAL COST CENTRE: 133
------------------------	---------------------------

Module Leader: Katie Ladley	OTHER MODULE STAFF: None
-----------------------------	--------------------------

SUMMARY OF MODULE CONTENT

- Investment appraisal. Financial planning
- Cost classification and break even
- Sources of finance for **large** firms
- Role of the stock market
- Working capital management

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
<u>Self-Directed</u>	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of finance with a particular focus upon the stock exchange as a source of finance. Students will also be expected to research and write the summative assessment and revise for the examination.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_	Examination (3 hours)	100% Total = 100%	LO3 and 4
	T_		% Total = 100%	
Coursework	C1	Report	100% 0% Total = 100%	LO1 and 2
Practical	P_		% Total = 100%	

Updated by: Megan Kavanagh	Date: 02/09/2021	Approved by: Stacey Tanton	Date: 02/09/2021
--------------------------------------	----------------------------	--------------------------------------	----------------------------

Recommended Texts and Sources:

Atrill, P. (2003) *Financial management for non-specialists*. 4th edn. Harlow: Pearson Education

Atrill, P. and McLaney, E. (1999) *Management accounting for non-specialists*. 2nd edn. London: Prentice Hall

Drury, C. (2005) *Management accounting for business*. 3rd edn. London: Thomson Learning