

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook

**BA (Hons) Business, Enterprise and
Leadership**

2023 – 24

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to the BA(Hons) Business, Enterprise and Leadership

The BA (hons) Business, Enterprise and Leadership has at its core an understanding of the need of business for graduates who understand all aspects of contemporary business practice and have combined their theoretical understanding with practical experience of business management.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other post-graduate opportunities.

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 the Truro and Penwith Student Handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Learning, Teaching and Assessment Handbook available on your programme virtual learning environment (Moodle).

1. Programme Specification

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Truro and Penwith College
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time/Part Time
Final Award:	BA (Hons) Business, Enterprise and Leadership (Top Up)
Intermediate Award:	N/A
Programme Title:	BA (Hons) Business, Enterprise and Leadership (Top Up)
UCAS Code:	1K96
JACS Code:	N100
Benchmarks:	Subject Benchmark for Business and Management 2015 and the Framework for Higher Education (FHEQ) programmes at honours level.
Date of Programme Approval:	25 th May 2017

Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
	Students will generally be expected to hold (or obtain) GCSEs in English and Maths at Grade C / Level 4 and above. This will be reviewed on a case-by-case basis.
Other HE qualifications / non-standard awards or experiences:	Applicants will be considered for the programme on an individual basis, through the interview process. It is usual that applicants will hold a foundation degree or HND within business related areas. In addition to this, vocational experience as well as non-standard awards will be considered.
APEL / APCL¹ possibilities:	Previously achieved relevant modules may be considered for APCL.
Interview / Portfolio requirements:	All students will be called to interview to ensure suitability for study as well as providing a clear understanding of course expectations. Alternative means of interview such as video/telephone/e-correspondence may also be employed.
Work Experience:	Business related experience is recommended but not essential.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Disclosure and Barring Service (DBS) clearance will be required if students wish to engage with children or vulnerable adults through their course of study (This is normally funded by the student undertaking the voluntary activity)

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

Brief Description of the Programme

This Top Up programme is the final year required in order to achieve a full Bachelor of Arts honours degree. Students should have already completed a foundation degree or HND in a relevant subject. Students will learn through a combination of theory and vocational sessions where application of theoretical knowledge will be demonstrated.

The core modules include Strategic Management and Leadership, Entrepreneurship in Practice, Digital Marketing, Occupational Psychology and Globalisation and International Management. All students enrolled on the course will study these modules as they lay the foundations of a top up year focused on developing business theory, practical management skills and entrepreneurship. This could be from an academic, vocational or consultancy perspective.

The assessment linked to the programme aims to use real-life scenarios to assess the skills and knowledge that will make a difference when working in business. The ability to use digital marketing to support your business is vital in the modern business world and with changes to the way in which the UK engages with foreign markets, understanding globalisation and international management will be crucial to many businesses. An understanding of leadership theory and practice along with occupational psychology will enable graduates to manage people in an effective and empowering way to further the development of a business. The extra advantage of completing the Entrepreneurship in Practice module is that it gives students an opportunity to launch and manage their own business, where they develop practical business management skills. The skills and experience gained will be of great use in the future, after they have successfully completed the course.

Exceptions to University of Plymouth 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:

The programme is intended:

- A1. To enable students to develop the knowledge and understanding appropriate to developing a successful business career.
- A2. To assist students to develop a range of advanced analytical and evaluative skills required for the successful management and leadership of organisations.
- A3. To generate graduates who can work effectively in team environments and demonstrate leadership qualities.
- A4. To create graduates who are entrepreneurs, can solve problems and are critically aware of the modern business environment.
- A5. To provide an innovative programme of academic study, developing new knowledge and understanding of business, enterprise and leadership theory.

Programme Intended Learning Outcomes (PILO)

1. Knowledge and understanding

On successful completion graduates should have developed:

PILO 1. An increased understanding of enterprise, leadership, strategic management and the global business environment.

PILO 2. A comprehensive understanding of the inter-relationships between business entrepreneurship, digital marketing and their role in the business environment.

PILO 3. A critical awareness of key ethical and sustainability issues related to business management, enterprise and leadership.

2. Cognitive and intellectual skills

On successful completion graduates should have developed:

PILO 4. Skills to be able to identify, select and use investigative strategies and techniques to undertake critical analysis and evaluation.

PILO 5. An ability to judge the reliability, validity and significance of evidence in order to make reasoned conclusions and recommendations.

PILO 6. The ability to think clearly and rationally, deduce consequences, make use of information to solve problems, and source information to inform process.

3. Key and transferable skills

On successful completion, graduates should have developed the ability to:

PILO 7. Work effectively in a team environment, to be able to lead or support leadership and manage potential conflict.

PILO 8. Demonstrate an awareness of personal responsibility, professional codes of conduct and the management of employees.

PILO 9. Communicate effectively to a range of different audiences, both verbally, in writing and using digital media.

4. Employment related skills

On successful completion graduates should have developed:

PILO 10. Knowledge and skills, gained in theoretical and practical contexts, to investigate and resolve national and international issues relevant to business disciplines.

PILO 11. An ability to operate within a team or individually as an autonomous learner.

PILO 12. A capacity for enterprise, logical thinking, problem solving, and an ability to make and defend judgements.

5. Practical skills

On successful completion graduates should have developed:

- PILO 13. The ability to conduct market research.
- PILO 14. The skills required to design, launch and manage a limited company.
- PILO 15. Reflective skills to aid learning and development and an ability to self-evaluate personal performance.

Distinctive Features

The key distinctive features of the course allow students to study for a contemporary and forward thinking business degree, at a local institution that provides outstanding levels of student support, due to small class sizes and excellent learning facilities. As a result, the programme creates a point of access to post-graduate education for many individuals who might otherwise be denied.

A key feature of the programme allows students to combine a strong academic focus alongside practical business experience gained from managing a start-up business as part of their Enterprise and Entrepreneurship project, developing skills to support small and medium sized enterprise. Students will gain invaluable experience from managing a real trading business, from inception to bringing a product or service to market. This will be supported by a range of complementary units designed to help students develop their leadership and management skills further.

The lecturing staff are experts within their chosen fields, and possess excellent levels of experience in both vocational application as well as academic delivery. The college has established strong working relationships with local entrepreneurs who will be providing advice and guidance throughout your studies. The degree programme seeks to embed employability skills across the modules; in order to enable students to develop the skill sets needed to gain a competitive edge in the region's employment market.

Progression Route(s)

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

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

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

[The contribution of marks from prior levels of study to the progression award is governed by University regulations.](#)

Programme Structure

Full-Time Route

CORE MODULES	Semester
Strategic Management & Leadership TRUR3063 (20 Credits)	All Year
Entrepreneurship in Practice TRUR3064 (40 Credits)	All Year
Globalisation and International Management TRUR3065 (20 Credits)	All Year
Digital Marketing TRUR3066 (20 Credits)	All Year
Occupational Psychology TRUR3067 (20 Credits)	All Year

Part-Time Route

CORE MODULES (Level 6 Year 1)	Semester
Strategic Management & Leadership TRUR3063 (20 Credits)	All Year
Globalisation and International Management TRUR3065 (20 Credits)	All Year
Occupational Psychology TRUR3067 (20 Credits)	All Year
CORE MODULE (Level 6 Year 2)	
Entrepreneurship in Practice TRUR3064 (40 Credits)	All Year
Digital Marketing TRUR3066 (20 Credits)	All Year

Work placement and Work based learning

Higher education programmes continually develop learning, teaching and assessment strategies that promote activities relevant to student career aspirations and employment opportunities. The embedding of employability ensures that students leave their programmes ready to take on the challenges of employment in the twenty first century with the professional, personal and practical skills outlined in our Employability Statement.

Work-based learning enables learners to take on appropriate role(s) within a work related context, giving them the opportunity to learn and apply skills and knowledge they have acquired through their programme. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, real work environments and real life scenarios. Work-placement is a period of time working with an employer in a commercial/voluntary sector that is assessed as part of your programme.

Every Foundation Degree programme will contain some form of assessment that is linked to a period of work-placement or work-based learning. Some courses will contain the assessed work in year 1, some in year 2 and some will be assessed in year 2 following a placement period during year 1 (or in the summer break between year 1 and year 2). You should confirm with your tutor when the placement period will be for your student group so that you can find a relevant placement.

Normally we recommend that 20 days will provide the best opportunity to engage with the employer, understand working practice and demonstrate your value in a way that will generate a positive reference for the future. Assessments normally require a minimum period of 10 days. This may be a 2-week block, a weekly one-day placement or a mixture of opportunities negotiated between your tutor and the employer.

Placements must be agreed with your tutor along with the relevant information regarding insurance, a mentor and all the relevant paperwork before you can attend. For a variety of reasons, some sectors don't conform to normal working practice and in these cases, your course manager may choose to develop simulated work-placements within the college, work shadowing or exercises that link directly to self-employment.

Any student who works in an environment where they engage with children or vulnerable adults is required to provide an enhanced Disclosure and Barring Service (DBS) record with no entries (formally Criminal Records Bureau [CRB]). Students are expected to cover the cost of this process and should have provided evidence at interview or enrolment. Foundation Degree students who are unable to provide an enhanced DBS record free from convictions or cautions could be at risk of being unable to complete the assessment on their programme which could mean withdrawal from or interruption of their studies. If a student is aware that they will have entries on their DBS record they should raise this immediately with their tutor so that appropriate advice can be provided. All sport and health, education and social science students will need to provide a DBS record before they can take part in some components of their programme. Students on other courses will be advised by their module leader based on their choice of placement.

Students must also be aware that should any material information or circumstances change that could influence their DBS status following the offer of a place, or at any time once enrolled on a programme, it is their responsibility to make their Programme Lead aware of any change. Changes to circumstances will be considered in confidence and Programme Leads will work with students to minimise the impact on their studies.

Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

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 operationalised. 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:

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><i>Students will have demonstrated:</i></p> <p>A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;</p>	<p>Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.</p>	<p>A1 A5</p>	<p>PILO 1 PILO 3 PILO 5 PILO 8 PILO 9</p>	<p>Strategic Management & Leadership TRUR3063</p> <p>Globalisation and International Management TRUR3065</p> <p>Digital Marketing TRUR3066</p>

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p>An ability to deploy accurately established techniques of analysis and enquiry within a discipline;</p>	<p>There is an expectation that degree programmes covered by this Subject Benchmark Statement should provide a broad, analytical and highly integrated study of business and management.</p>	A2	<p>PILO 4</p> <p>PILO 5.</p> <p>PILO 12</p>	<p>Strategic Management & Leadership TRUR3063</p>
	<p>Conceptual understanding to enable them to (a) devise and sustain arguments and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline; (b) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline;</p>	<p>Within the framework of organisations, business environment and management graduates should be able to demonstrate knowledge and understanding in the following areas:</p> <p>Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and</p>	<p>A1</p> <p>A4</p> <p>A5</p>	<p>Globalisation and International Management TRUR3065</p> <p>Occupational Psychology TRUR3067</p>

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
	<p>the need for innovation in product and service design.</p> <p>People: leadership, management and development of people and organisations including the implications of the legal context.</p> <p>Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.</p>		<p>PILO 2</p> <p>PILO 5</p> <p>PILO 6</p> <p>PILO 9</p> <p>PILO 13</p> <p>PILO 3</p> <p>PILO 4</p> <p>PILO 7</p> <p>PILO 9</p> <p>PILO 11</p>	<p>Entrepreneurship in Practice TRUR3064</p> <p>Digital Marketing TRUR3066</p> <p>Strategic Management & Leadership TRUR3063</p> <p>Occupational Psychology TRUR3067</p> <p>Entrepreneurship in Practice TRUR3064</p>

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
	<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</p>		PILO 2 PILO 5 PILO 6 PILO 9 PILO 12	Digital Marketing TRUR3066 Globalisation and International Management TRUR3065
	<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>		PILO 3 PILO 4 PILO 10 PILO 12	Strategic Management & Leadership TRUR3063 Globalisation and International Management TRUR3065
	<p>Social responsibility: the need for</p>		PILO 1	

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
An appreciation of the uncertainty, ambiguity and limits of knowledge	<p>individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.</p> <p>Conceptual and critical thinking, analysis, synthesis and evaluation.</p>	A4	<p>PILO 2</p> <p>PILO 6</p> <p>PILO 8</p> <p>PILO 11</p> <p>PILO 12</p> <p>PILO 13</p> <p>PILO 14</p> <p>PILO 15</p>	<p>Entrepreneurship in Practice TRUR3064</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>PILO 1</p> <p>PILO 3</p> <p>PILO 4</p> <p>PILO 10</p>	<p>Strategic Management & Leadership TRUR3063</p> <p>Globalisation and International Management TRUR3065</p>
The ability to manage their own learning and to make use of			<p>PILO 5</p> <p>PILO 10</p> <p>PILO 11</p>	<p>Strategic Management & Leadership TRUR3063</p>

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
scholarly reviews and primary sources;		A3	PILO 11 PILO 12 PILO 13 PILO 14 PILO 15	Occupational Psychology TRUR3067 Entrepreneurship in Practice TRUR3064 Digital Marketing TRUR3066
<p>Students will be able to:</p> <p>Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</p>	<p>Graduates should be able to demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills. These include both subject-specific and generic skills.</p>	A2	PILO 4 PILO 5	Entrepreneurship in Practice TRUR3064 Digital Marketing TRUR3066

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p>Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or a range of solutions to a problem;</p> <p>Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</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>People management: to include communications, team building, leadership and motivating others.</p>	A4	PILO 4 PILO 8	Strategic Management & Leadership TRUR3063 Entrepreneurship in Practice TRUR3064 Occupational Psychology TRUR3067
		A3	PILO 6 PILO 7 PILO 12	Strategic Management & Leadership TRUR3063 Entrepreneurship in Practice TRUR3064 Occupational Psychology TRUR3067

LEVEL 6				
FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><i>Students will also have:</i></p> <p>The qualities and transferable skills necessary for employment requiring (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable contexts (c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p>	<p>Business and management degrees are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates.</p>	<p>A2 A3 A4</p>	<p>PILO 6 PILO 7 PILO 11 PILO 12 PILO 13</p>	<p>Entrepreneurship in Practice TRUR306 Digital Marketing TRUR3066</p>

2. 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: TRUR3063		MODULE TITLE: Strategic Management and Leadership			
CREDITS: 20		FHEQ LEVEL: 6		JACS CODE: N211	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> The aim of this module is to introduce contemporary theories and practices in strategic management and leadership. This module looks at the competitive forces affecting the organisation and the resources and capabilities that are needed to sustain competitive advantage as well as the processes that underpin strategic management and leadership concepts.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Examination)	0%	C1 (Coursework)	100%	P1 (Practical)	0%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Business, Enterprise and Leadership (Top-Up)

Professional body minimum pass mark requirement: NA
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<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To provide an understanding of the development of business strategy, and illustrate the importance of business strategy to organisations. Develop an understanding of the varying approaches to business strategy, enterprise and leadership and critically reflect on the possibilities and limitations of each approach. Explore how strategy functions within the wider internal and external business environment. Examine leadership with reference to the ethical implications of contemporary leadership issues and the development of enterprise.

<p>ASSESSED LEARNING OUTCOMES:</p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> Analyse the core concepts and frameworks in business, enterprise and leadership and their value. Demonstrate a systematic understanding of the internal and external business environment. Assess current issues in leadership and business strategy process and predict their likely impact. Critically evaluate the major theories of business strategy, enterprise and leadership.
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DATE OF APPROVAL: May-17	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sep-17	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133
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MODULE LEADER: Becky Robinson	OTHER MODULE STAFF:
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<p>Summary of Module Content</p> <p>In the current business environment, organisations are increasingly turning to strategic management and leadership theories in order to achieve competitive advantage. This module will investigate key strategic management and leadership theories in order to explore their impact on organisations and the alliances and partnerships that they form. It will also analyse the need for strategic leadership in the change management process. Finally, the module will examine the role that strategic management and leadership play in the globalised environment and the issues raised by ethical business practices and the desire of businesses to follow a sustainable agenda.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] (This summary is indicative of what may be taught)		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	Taught element of strategic management and leadership.
Seminar	10	Research, analysis and evaluation of key theory.
Tutorial	1	One-to-one discussions with students to consolidate their knowledge and understanding.
Guided Independent Study	144	Guided reading, preparation for assessment
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Conference/Event Plan	40%	Conference planning document - Assesses LO 1 and 2
		Report	60%	3000 word report - Assesses LO 3 and 4
			=100%	

Updated by: Becky Robinson Date: September 2023	Approved by: Sacha Burnett-Biscombe Date: September 2023
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: TRUR3064		MODULE TITLE: Entrepreneurship in Practice	
CREDITS: 40		FHEQ LEVEL: 6	JACS CODE: N100
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> The aim of this module is to introduce a practical element to increase students' understanding of entrepreneurs, through the development and management of a group enterprise. This module looks at the skills and characteristics of entrepreneurs and documentation to support the group business.			

ELEMENTS OF ASSESSMENT (Use HESA KIS definitions)					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Examination)	0%	C1 (Coursework)	75%	P1 (Practical)	25%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Business, Enterprise and Leadership (Top-Up)

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
<ul style="list-style-type: none"> • Understand key characteristics and the role of an entrepreneur. • Critically evaluate factors to set-up, develop and resource a viable business. • Engage in entrepreneurial activity resulting in the creation of a group enterprise. • Communicate a group business idea through a team presentation. • Reflect and critically evaluate a group business idea through a written dissertation.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
<ol style="list-style-type: none"> 1. Analyse and evaluate the role of an entrepreneur, barriers to entrepreneurship and factors required for a viable business. 2. Apply prior knowledge to create and evaluate a business plan. 3. Critically evaluate their business and critique and defend decisions taken. 4. Creatively organise, plan and design, appraise and communicate business and enterprise ideas. 5. Work effectively in a team environment, to be able to lead or support leadership and manage potential conflict.

DATE OF APPROVAL: May-17	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sep-17	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24		NATIONAL COST CENTRE: 133
MODULE LEADER: Laura Kellow		OTHER MODULE STAFF:
Summary of Module Content		
This module combines a theoretical framework with practical skills that aspiring entrepreneurs need in order to cope with an increasingly complex and dynamic business world in which we live. The programmes provide the students with the basis for developing their own approach to leading and running a viable business. With the support of a business advisor, the group will collectively explore and test market a viable business model from which they develop into a trading business.		
SUMMARY OF TEACHING AND LEARNING (Use HESA KIS definitions) (This summary is indicative of what may be taught)		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	Taught elements of entrepreneurial characteristics and traits, business plans, financial accounts and the marketing mix.
Seminar	30	Research, reading, preparation for business launch, guest speakers, individual and group work.
Tutorial	2	One-to-one discussions with students to consolidate their knowledge and understanding.
Guided Independent Study	348	Students managing and running their business.
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category (mode of assessment)	Element	Component Name	Component weighting	Comments Include links to learning objectives
Practical	P1	Group Presentation	100%	This will be assessed in the form of a presentation, whereby students present their business idea to a panel. Assesses LO 1
Coursework	C1	Report	25%	This will be a report outlining the viability of the business idea and the student's individual contribution to the launch and management of the business. Assesses LO 1 and 3. (2000 words)
		Productive Log	25%	This will be a continuous diary, which documents each stage of their business development process from their initial concept to a commercial business. Assesses LO 1, 2, 3. (3000 words)
		Dissertation	50%	This will be in form of a reflective dissertation, evaluating their enterprise, their entrepreneurial strengths and weaknesses and their role within the team. Assesses LO2, 3, 4 and 5. (5000 words)
			=100%	

Updated by: Becky Robinson
Date: September 2023

Approved by: Sacha Burnett-Biscombe
Date: September 2023

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

MODULE CODE: TRUR3065		MODULE TITLE: Globalisation and International Management	
CREDITS: 20		FHEQ LEVEL: 6	JACS CODE: N120
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module will allow students to develop an understanding of management and leadership in an international context and increase awareness of the influencing factors that are transforming the global economy. Students will investigate managerial processes, strategic approaches and cultural differences in international business operations whilst considering ethical implications.			

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Examination)	0%	C1 (Coursework)	100%	P1 (Practical)	0%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Business, Enterprise and Leadership (Top-Up)

Professional body minimum pass mark requirement: NA
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MODULE AIMS:
<ul style="list-style-type: none"> To develop an understanding of economic, political, social and technological factors that influence organisations operating in the global economy. To explore the ethical issues associated with global sourcing of labour, materials and production processes. To examine the global economy from an environmentally sustainable and socially responsible perspective. To research and examine key managerial issues for companies operating internationally.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
<ol style="list-style-type: none"> Critically analyse the inherent challenges of global management and enterprise in a global market. Evaluate the underpinning theoretical and ethical concepts that relate to the international business environment. Appraise the range of strategies available for managing a business in an international environment and evaluate their potential impact. Critically analyse globalisation as a concept, and analyse and evaluate the process of globalisation.

DATE OF APPROVAL: May-17	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: Sep-17	SCHOOL/PARTNER: Truro & Penwith College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133
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MODULE LEADER: Becky Robinson	OTHER MODULE STAFF:
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Summary of Module Content

As organisations operate increasingly on a global scale, the need arises for business managers to understand the processes of globalisation and the implications associated with running a global business. This module will explore the process and impacts of globalisation, whilst examining the challenges posed by international management. Finally, the module will explore the ethical considerations that organisations operating in a globalised environment face.

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

(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	Taught element of globalisation and international management.
Seminar	10	Research, analysis and evaluation of key theory.
Tutorial	1	One-to-one discussions with students to consolidate their knowledge and understanding.
Guided Independent Study	144	Guided reading, preparation for assessment
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Poster Presentation	30%	Poster Presentation Exercise - Assesses LO 1
		Report	70%	3500 word Report - Assesses LO 2,3 and 4
			=100%	

Updated by: Becky Robinson Date: September 2023	Approved by: Sacha Burnett-Biscombe Date: September 2023
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: TRUR3066		MODULE TITLE: Digital Marketing	
CREDITS: 20		FHEQ LEVEL: 6	
PRE-REQUISITES: None		CO-REQUISITES: None	
JACS CODE: N500			
COMPENSATABLE: Yes			

<p>SHORT MODULE DESCRIPTOR: (max 425 characters)</p> <p>This module will look at the relationship between business models and consumer engagement with digital technology. It will examine buyer behaviour and cultural paradigm shift from traditional marketing techniques. The module will look at organisational responses to changing consumer behaviour and it will focus on the application of digital concepts across an organisation's marketing strategy.</p>
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Examination)	0%	C1 (Coursework)	100%	P1 (Practical)	0%

<p>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</p> <p>BA (Hons) Business, Enterprise and Leadership (Top-Up)</p>
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<p>Professional body minimum pass mark requirement: NA</p>

<p>MODULE AIMS:</p> <ul style="list-style-type: none"> To develop an understanding of the cultural shift that has led to the growth in digital marketing. To understand how organisations use digital channels effectively to improve market response. To research and develop a strategic approach to the use of digital channels in an organisation's marketing strategy and examine the implications.
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<p>ASSESSED LEARNING OUTCOMES:</p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> Evaluate a range of digital marketing channels and predict developments. Appraise the growth of digital marketing, assess its value and its impact on organisations' marketing strategies. Plan and implement market research and design a digital marketing strategy to meet an organisation's marketing goals. Research and analyse the implications and ethics of the use of different digital marketing methods.

<p>DATE OF APPROVAL: May-17</p>	<p>FACULTY/OFFICE: Academic Partnerships</p>
<p>DATE OF IMPLEMENTATION: Sep-17</p>	<p>SCHOOL/PARTNER: Truro & Penwith College</p>

DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133
MODULE LEADER: Sacha Burnett-Biscombe	OTHER MODULE STAFF:

Summary of Module Content

Digital marketing is increasingly becoming a core driver of an organisation's marketing strategy. This module will look at the relationship between business models and consumer engagement with digital technology. It will examine buyer behaviour and cultural paradigm shift from traditional marketing techniques. The module will then look at organisational responses to changing consumer behaviour in an increasingly digital marketplace. Finally, the module will focus on the application of digital concepts across an organisation's marketing strategy with the development of a digital marketing plan.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

(This summary is indicative of what may be taught)

Scheduled Activities	Hours	Comments/Additional Information
Lecture	25	
Seminar	25	
Tutorial	10	1:1 Sessions and formative feedback
Guided Independent Study	140	Independent market research, guided reading, preparation for assessment
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Essay	50%	2000 word essay - Assesses LO 1 and 2
		Marketing Pitch	50% =100%	10 minute Individual marketing pitch with Q&A - Assesses LO 3 and 4

Updated by: Becky Robinson Date: September 2023	Approved by: Sacha Burnett-Biscombe Date: September 2023
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UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR3067 **MODULE TITLE:** Occupational Psychology
CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will offer students an insight into the role psychology plays within the workplace. From the theoretical underpinning, students will be able to show how both workplace performance and satisfaction can be affected.

ELEMENTS OF ASSESSMENT – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To show how an understanding and application of psychological theory can benefit those operating in the workplace.
- To show that though consideration of the organisation, management, employee and environmental factors, it is possible to affect staff satisfaction, motivation, anxiety and performance.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:	
	BA (Hons) Business Enterprise and Leadership	BA (Hons) Human Behavioural Studies
1. Critically evaluate research methodological approaches with an awareness of personal and professional ethical responsibilities within occupational psychology.	PILO 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 15	PILO 8.1.1, 8.1.5, 8.2.4, 8.3.2
2. Demonstrate a critical understanding of the theoretical underpinnings of social psychology	PILO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.2.3, 8.3.2,

	with respect to the interpersonal and inter-organisational impacts on employees.		
3.	Demonstrate a critical understanding of the theoretical underpinnings of environmental psychology with respect to the impact that workplace and technology have on employees.	PILO 1, 3, 4, 5, 6, 8, 9, 12, 13	PILO 8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.3, 8.3.2, 8.4.1, 8.5.2,
4.	Apply and evaluate theories to enhance performance and reduce negative workplace factors.	PILO 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 14, 15	PILO 8.1.2, 8.1.3, 8.1.4, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.2

DATE OF APPROVAL: May-17

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: Sep-17

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE:

SEMESTER: 1 & 2

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

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the UNISTATS 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: 2023/24	NATIONAL COST CENTRE: 133
MODULE LEADER: Mark Wherry	OTHER MODULE STAFF: N/A
SUMMARY OF MODULE CONTENT: Students will be introduced to the role of the occupational psychologist, considering both academic and professional practice, through the design and utilisation of tools of investigation. A range of factors that may affect productivity, performance and satisfaction will be examined. These will include social factors, such as the organisational structure, management, leadership and team cohesion, and environmental factors such as workplace design and technology.	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	
Seminar	10	
Tutorial	5	A range of group and 1:1 tutorial sessions.
Guided Independent Study	140	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Magazine article	40%
	Coursework 2 – Case study intervention report	60%
		= 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Becky Robinson

Date: September 2023

Approved by: Sacha Burnett-Biscombe

Date: September 2023