

Foundation Degree Business and
Management

Validated by: The Open University

Academic year: 2021/2022

Contents

Welcome	
Welcome from the course leader	5
The Role of the Course Leader	5
The Role of the Lecturer	5
The Open University's Mission	6
Free OU Resources	6
Programme Withdrawal	6
Derby College Students Union	6
Introduction to the course	7
Employer engagement and industry relevance.	7
Staff list.....	8
Student Representatives	9
Teaching Dates	9
Year 1 Course Calendar	10
Year 2 Course Calendar	11
Academic calendar 2021/22	13
Your Programme	14
Educational Aims and Overall Aims of the programme.	14
Level 4 Stage Outcomes:	15
Level 5 Stage Outcomes:	15
Teaching and Learning	16
Assessment Strategy	18
Course Structure	18
Programme Structure - Level 4	18
Programme Structure - Level 5	19
Grading	19
Plagiarism and Referencing.....	20
The HE 360 Hub	21
HE Academic Coaches	21
Inclusion and Support	26
Guidance Counsellors/ Welfare Team	26
Library and Resources	29
Online Systems	31

The Open University and Derby College Group Academic Regulations	32
Assessment, Progressing and Award of Credit	33
Minimum requirements for pass	33
Submission of assessed work	33
Determining module outcomes	34
Grading and Classification Awards except Bachelor Honours Degrees	35
Bachelor Honours Degree Classification	35
EQUALITY & DIVERSITY	36
Health, Safety and Security	37
Module Specifications	39
Programme Specification	119
Curriculum Map.....	143
Assessment Map	143

Welcome

Welcome to Derby College Group (DCG)

At DCG, we recognise that higher education is a sound investment in your future. Whether you want to gain an edge in the job market, enhance your promotion prospects or even chart a completely new career direction, we can help you to achieve your ambitions.

As a provider, our growing portfolio now includes everything from HNDs, foundation degrees and first honours degrees to specialist diplomas for professionals seeking to improve their managerial skills. What all these programmes have in common is first class, up-to-date content and excellent teaching, underpinned by robust links with employers and enterprising partnerships with universities. We focus on the key skills that employers need in the workplace, paving the way for our students to advance in sustainable, well-paid careers. Latest statistics* show that over 95% of our students' progress to high skill jobs or further study within six months of completing their programme.

You will be taught by enthusiastic staff with vast experience in their fields. You will also benefit from the flexibility of our study options, including part-time routes to help you balance learning with family or work commitments. And, of course, the chance to study close to home makes your learning more affordable.

In 2018 our higher education provision won a vote of confidence through the Government's Teaching Excellence Framework (TEF). An independent panel of experts judged that we deliver high quality teaching, learning and outcomes for our higher education students and consistently exceed rigorous national standards.



Mandie Stravino
Chief Executive

Welcome from the course leader

Welcome to the world of Business. A dynamic environment that has a long and varied history. The college team are really looking forward to you starting your Higher Education journey with Derby College Group with us in week commencing 13th September 2021.

You will soon be meeting new people and exploring new concepts, ideas and challenges. The essence of the programme is to explore the varied world of business and have an open and inquisitive mind about this. This will mean taking a deep dive into academic theory, but also the factors that contribute to the business decisions we see on a daily basis. It's also to have an enquiring mind about the global nature of business and the changing roles of leaders and managers.

As your course leader, you will spend time with me on both curricular and extra-curricular sessions that will look at business through an academic lens, but also through a practical one. In your induction today, you'll also meet the other staff that will be taking your module classes. During your first year of study, I will be your personal tutor and we will have weekly tutorials as a group or as individuals.

Richard Burley – Course Leader

The Role of the Course Leader

Your course leader is the academic responsible for managing the quality and delivery of your course. You should contact your course leader if you have any questions or comments about your course.

Course leaders responsibilities include:

- Coordinating the course delivery and team meetings
- Working with module leaders to make sure that teaching is consistent and of a high quality
- Engaging with feedback and from students and course representatives
- Planning and implementing an induction programme for students

The Role of the Lecturer

Your lecturers have the responsibility to teach across the programme as directed by the course leader. They are responsible for planning and delivering a range of teaching methods including lectures, seminars, tutorials, practical demonstrations, fieldwork and e-learning . Lecturers will ensure the efficient and effective delivery of teaching programmes in accordance with the colleges strategy policy and procedures contributes to activities which influence leading at practise and may also undertake research activity.

The Open University's Mission

The Foundation Degree in Business and Management is validated by the Open University (OU). The Open University was established by Royal Charter on the 23rd of April 1969. The University's mission is to be open to people, places, methods and ideas. They promote educational opportunity and social justice by providing high quality University education to all who wish to realise their ambitions and fulfil their potential.

The Open University Validation Partnership (OUVP) was established in 1992 to enable the University to validate programmes for institutions who do not have their own degree awarding powers. OU validated awards are conferred by the universities Royal Charter. They are of comparable standard to those made to students directly registered with the OU and other UK universities

Free OU Resources

You can use all these helpful services for free.

<https://www.open.ac.uk/about/validation-partnerships/students/free-ou-resources>

Programme Withdrawal

The **Changing Your Study Plans Policy** sets out the options that you have as a student if you want to change the modules and or qualification that you are studying, take a break from studying, or withdrawal from your studies with the Open University. It also explains the rules and procedures for each option and indicates whether there might be potential financial or academic consequences.

<https://help.open.ac.uk/documents/policies/changing-your-study-plans>

Derby College Students Union

Starting at Derby College is the ideal time to try something different, widen your social circle, discover fresh X run by students for students. Derby College Students Union (DCSU) is here to represent YOU. independent from the college and democratically controlled by students we promote your diverse interests and needs throughout your time at college.

We champion the learner voice so your input is crucial to ensure you have the best student experience. Do let us know your views on how to improve the college and your union.

We provide a wide range of services to help you develop new life skills and support you through difficult times. We also run activities to make your time at college an even more enjoyable experience and pursue new interests. We want you take full advantage of the opportunities ahead.

Telephone – 01332 387488

Internal extension – 3488

Email – info@dcsu.co.uk

Website – www.dcsu.co.uk

Facebook – www.facebook.com/derbycollegeSU

Twitter - @derbycollegeSU

Introduction to the course

Derby College Group is approved by The Open University as an appropriate organisation to offer higher education programmes leading to Open University validated awards. This programme aims to give students a balanced and holistic grounding in the different facets of Business and Management in a supportive and collaborative environment using a wide range of stakeholders. This qualification will aim to develop knowledge, practical and theoretical skills, while fostering a creative and authentic approach to scholarship and research which enhances the employability attributes needed for engagement with the commercial sector.

As well as the prescribed overarching themes and concepts, students will be encouraged to reflect on their activities based on their own academic and skills-based performance and develop the skills of good academic practitioners throughout the course. This will generate and develop graduates that engage in critical reflection, critical thinking, evaluation and related academic abilities which complement and enhance the skills and attributes that are fundamental for student success in a variety of contexts within the business and management sector. Students will also develop analytical skills throughout the course, taking both a qualitative and quantitative approach to projects, assessments, research and scholarship.

Students will learn about business and management operations and function as well as the overarching principles, norms and protocols in a variety of settings from large companies to sole traders and Small and Medium Sized Enterprises (SMEs). The local D2N2 area (Derbyshire and Nottinghamshire) is a hive of business activity, with large employers (such as Rolls-Royce, JCB and Toyota), small and medium enterprises and sole traders all combining to create a rich business landscape that is constantly growing and evolving.

Employer engagement and industry relevance.

The programme will take advantage of DCG's strong links with local businesses of all different sizes, where students will be expected to engage with employer led (live) projects and consultancy through negotiated work experience and work-related activities. Employers will work collaboratively with the academic staff to co-design and co-deliver the curriculum to ensure that it is relevant, authentic and meets local needs in terms of the knowledge, skills and attributes expected by the sector, while meeting academic requirements.

Industry engagement will play a significant part in assessment design and context with specialist delivery from a range of employers. This will be generated and managed through monthly employer forums, where employers, teachers and students collaborate to review the learning outcomes of the programme and the current and future needs of employers. Employers have been encouraged to feed into the development of this qualification in order to keep it realistic and current. Students on this programme will be expected to independently take advantage of this industry-based infrastructure that is designed to give students realistic and meaningful experience of industry. Any changes to the programme and/or learning outcomes will be flagged for minor modifications with The Open University.

Students will develop skills in business and management, promoting positive behaviours and developing qualities that will enable them to work well within team settings. Students will be

encouraged to work with their peers and teachers at every opportunity in order to develop collaborative, managerial, leadership and supervisory skills/traits.

Whilst the programme accommodates the topics and themes outlined within the programme specification, there is a strong emphasis on collaboration with local and national industry. Students will be challenged to reflect on the ethical and governance issues that arise both within the taught elements of the programme and the skills and attributes needed within their interactions with employers and commercial organisations.

Staff list

Name	Job title	Email address	Location	Room number
Aaron Denton	Head of Behaviour for Learning	aaron.denton@derby-college.ac.uk	The Roundhouse	T302
Lorna Edwards	Curriculum Team Manager for Business	lorna.edwards@derby-college.ac.uk	Roundhouse	T301
Richard Burley	Course Leader	Richard.burley1@derby-college.ac.uk	Roundhouse	T302
Dawn-Marie Willmer	Business Teacher	dawn-marie.willmer@derby-college.ac.uk	Roundhouse	T302
Matthew Nightingale	Business Teacher	matthew.nightingale@derby-college.ac.uk	Roundhouse	T303
Eraj Weinman	Business Teacher	eraj.weinman@derby-college.ac.uk	Roundhouse	T302
Jennifer Hilton	Library staff member	jennifer.hilton@derby-college.ac.uk	Roundhouse	RH E209a
Dr Ellen Nichols	HE Academic Study Support Coach	ellen.nicholls@derby-college.ac.uk	The Roundhouse	RH E209a
Richard Bell	Higher Education & Higher-Level Skills Manager	richard.bell@derby-college.ac.uk	The Roundhouse	RH C208

Student Representatives

A student representative will be elected from each year to form part of the student voice for the higher education programmes at the college. You will be expected to meet regularly with staff and students to discuss matters related to your programme.

Being a student representative is a good trait to add to a CV. Learners who put themselves forward need to inform the programme leader. The group will then vote. For groups going into year 2 the current representative can remain in position if the group all agreed to it.
Yeah that's better isn't it

Teaching Dates

Year 1 Course Calendar

Course week	Date (w/c)	Introduction to business	Organisations and Cultures 1	Introduction to Strategy	Organisation and Cultures 2	Self and Professional Development
Induction	13.09.2021					
1	20.09.2021					
2	27.09.2021					
3	04.10.2021					
4	11.10.2021					
5	18.10.2021					Sub 1 (10%) SA
HT	25.10.2021					
6	01.11.2021					
7	08.11.2021		Sub 1 (50%) E			
8	15.11.2021					
9	22.11.2021					
10	29.11.2021	Sub 1 (70%) R				
11	06.12.2021					
12	13.12.2021					Sub 2 (30%) PDP
Vacation	20.12.2021					
Vacation	27.12.2021					
Vacation	03.01.2022					
13	10.01.2022	Sub 2 (30%) B	Sub 2 (50%) P			
Mid Sem Break	17.01.2022					
1	24.01.2022					
2	31.01.2022					
3	07.02.2022					
4	14.02.2022					
5	21.02.2022					
HT	28.02.2022					
6	07.03.2022			Sub 1 (30%) P		
7	14.03.2022					
8	21.03.2022					Sub 3 (20%) PrP
9	28.03.2022				Sub 1 (70%) CS	
10	04.04.2022					
11	11.04.2022					
Vacation	18.04.2022					
Vacation	25.04.2022					
12	02.05.2022				Sub 2 (30%) PP	
13	09.05.2022			Sub 2 (70%) CS		Sub 4 (40%) RP
Assessment tool key						
		P Presentation	E Essay	R Report	PDP Professional Development Plan	RP Reflective Portfolio
		PP Poster Presentation	CS Case Study	L Leaflet	CR Consultancy Report	SK Skills Assessment
		Con Concept	PI Plan	PrP Professional Profile	MP Marketing Plan	Pr Project
		B Blog				

Year 2 Course Calendar

Course week	Date (w/c)	Principles of Marketing	Finance for Managers	Business Psychology	Innovation and Change Management	Project: Contemporary Issues
1	20.09.2021					
2	27.09.2021					
3	04.10.2021					
4	11.10.2021					Sub 1 (30%) Con
5	18.10.2021					
HT	25.10.2021					
6	01.11.2021		Sub 1 (50%) E			
7	08.11.2021					
8	15.11.2021					
9	22.11.2021	Sub 1 (50%) CS				
10	29.11.2021					Sub 2 (20%) PL
11	06.12.2021					
12	13.12.2021		Sub 2 (50%) P			
Vacation	20.12.2021					
Vacation	27.12.2021					
Vacation	03.01.2022					
13	10.01.2022	Sub 2 (50%) MP				
Mid Sem Break	17.01.2022					
1	24.01.2022					
2	31.01.2022					
3	07.02.2022					
4	14.02.2022					
5	21.02.2022					
HT	28.02.2022					
6	07.03.2022			Sub 1 (30%) L		
7	14.03.2022					
8	21.03.2022					
9	28.03.2022					
10	04.04.2022				Sub 1 (60%) CR	
11	11.04.2022					
Vacation	18.04.2022					
Vacation	25.04.2022					
12	02.05.2022			Sub 2 (70%) R		
13	09.05.2022				Sub 2 (40%) P	Sub 3 (50%) Pr

Assessment tool key				
P Presentation	E Essay	R Report	PDP Professional Development Plan	RP Reflective Portfolio
PP Poster Presentation	CS Case Study	L Leaflet	CR Consultancy Report	SK Skills Assessment
Con Concept	PI Plan	PrP Professional Profile	MP Marketing Plan	Pr Project
B Blog				

Please note:

Additional days of college closure may take place do to Bank Holidays, staff development and other events.

Semester 1 – start – 13th September 2021

- ends – 14th January 2022 (13 weeks delivery)

Semester 2 – Start – 24th January 2022

- ends – 14th May 2022 (13 weeks delivery)

Academic calendar 2021/22

Derby College Curriculum/Support Calendar 2021/2022



Core Teaching		Mandatory Inset	
Student Holidays (FT)		Induction Week	
Bank Holidays		Enrolment	
Closure Days		Admin Week	
Timetabling/Induction Planning		Exam Period	
A Level Year 1 Mocks		Deadline for Claims	
A Level Results		GCSE Results	
Gifted Annual Leave			

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teaching Days Total: 174

Autumn Term: 65

Spring Term: 60

Summer Term: 49

Your Programme

Programme/award title(s)	Foundation Degree (FD) Business and Management
Teaching Institution	Derby College Group (DCG)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2019
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	240 credits
UCAS Code	N200
JACS Code	
Programme start date	September 2020
Underpinning QAA subject benchmark(s)	Business and Management (February 2015)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full time, Part time, face-to-face
Duration of the programme for each mode of study	2 years FT 4 years PT
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	Spring 2020

Educational Aims and Overalls Aims of the programme.

The purpose of this programme is to increase the understanding of organisations, their management, the economy and the business environment, ensure that students are fully

prepared for a career or further study at level 6 or post graduate study in business and management, and gain a range of skills and attributes that enable students to become effective global citizens. The overall aims of this programme have been written with due respect given to the Subject Benchmark Statement for 'Business and Management' as articulated by the QAA (QAA, 2019).

The Programme Learning Outcomes are as follows and are classified as one of the following: A (Knowledge and Understanding) B (Cognitive Skills) C (Practical and Professional Skills) D (Key Transferable Skills)

Level 4 Stage Outcomes:

- Have detailed understanding of organisations, organisational culture and the commercial, management and business environment (A)
- Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions (A)
- Broad understanding of global, national and local business and its influence on the business environment (A)
- Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact (B)
- Critical understanding of planning and decision-making tools within the business and management context. (B)
- Demonstrates skills and competencies that are appropriate to the business and management environment (C)
- Can demonstrate awareness of ethical issues in a business and management context (C) Demonstrate key skills synonymous with good academic practice (D)

Level 5 Stage Outcomes:

- Detailed understanding of the interrelationships among and the integration between business and management functions (A)
- Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement (A)
- Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management (B)
- Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management (C)
- The ability to synthesis information with regards to complex business and management contexts. (C)
- Demonstrate key work ready skills for the business and management environment (D)
- Demonstrate skills of reflective and independent researchers (D)

Overall, the programme aims to produce graduates with a foundation degree who are professional managers capable of managing complexity and delivering impact at a strategic or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions. They will be professional individuals who aspire to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting

direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management and developing stakeholder relationships.

Teaching and Learning

Learning and teaching across the programme will be closely linked and informed through employer engagement with the expectation that they will co-design and co-deliver teaching, learning and assessment where appropriate. This would be further extended to include problem-based learning and work-based research. Learning and teaching will also take account of the various categories of learning outcome (knowledge and understanding, cognitive skills, practical and professional, and transferable skills) which should be used as a lens to see, and impact learning and teaching throughout the programme.

DCG utilise pillars of responsibility to scaffold and develop learning. Principally, these are:

- **Subject knowledge and Skills.** Underpinned by the subject area that is being studied, subject knowledge and skills is the prime area that teaching is focussed and how learning is scaffolded for students. As the course progresses, knowledge and skills broaden and deepen. Teachers remain current in their own knowledge and skills in order to provide scaffolded learning opportunities and growth in student ideation.
- **Academic Skills.** Core to the application of subject knowledge, academic skills are developed through DCGs in house team of Academic Study Support Coaches. They run a parallel series of workshops, tutorials and one to one sessions with students to develop their own academic abilities, no matter the subject. All students are evaluated at the beginning of the academic year which informs both the individual of their own skills, but also the tutors and coaches so that they can develop targeted and meaningful sessions to best support the students. Having a core grounding in academic skills allows students to effectively tackle increasingly complex concepts within the knowledge and skills.
- **Autonomy and Accountability.** By supporting and encouraging students to take accountability of their own learning, and skills of autonomy, this encourages space to be given for the continued development of knowledge and application, which can be supported and scaffolded by teachers if required, but ultimately allows space for development. Teachers are not afraid to try new or novel methods in their teaching, making the most of both academic and vocational practices.
- **Professionalism and Scholarly Activity.** Students at DCG are encouraged to broaden their own horizons through engagement with the wider industry of both academic practice and industrial settings. This builds on autonomy and accountability, encouraging students to seek out professional opportunities for engagement through wider research projects, attending conferences, or taking advantage of networking opportunities. Teachers model professionalism within their practice in order to inspire students and other colleagues wherever possible.

Lectures, tutorials, seminars and workshops will be used as mechanisms in the delivery of the programme with both face to face and virtual support through the Virtual Learning Environment (VLE) that hosts a variety of resources and promotes engagement outside of the

classroom environment. Students will be supported by a parallel programme provided by the Academic Study Support Coaches. When required, teachers will 'lean in' to help support and structure learning where it is required. However, they take every opportunity to 'lean out' and provide space for the students to grow in their own skills and capabilities.

Students will be taught, guided and supported through the programme with regular timetabled teaching sessions with academic study support from designated coaches to enhance the student experience and equip them for the next stage of their studies or employment.

A variety of learning and teaching methods appropriate to the level will be used from formal lectures, tutorials and supervised practical exercises through to critical reviews of the work of other practitioners and development of research techniques. The taught sessions are complemented by directed and private study done in your own time.

We are planning that our teaching, learning and assessment for 2020/21 will be both online and face to face. Each module will take a unique approach that best supports you in achieving the learning and assessments. You will be part of a variety of online lectures, discussions, tutorials and activities. You will have access to a Virtual Learning Environment (VLE) where a range of resources and activities will be provided. You will engage with your peers and teachers via Microsoft Teams, partaking in a range of planned sessions.

At times, we may be required to change our plans in order to comply with Government guidelines. If we make changes, you will be kept up to date via announcements through your course VLE.

It is expected that you will attend all planned sessions, whether they be online or in person. If you are not able to attend, you will be able to contact your tutor to discuss it with them and receive any support or guidance. A range of resources will be provided on the VLE for you to access following a missed session.

The range of teaching and learning activities may include:

Lectures: The purpose of a lecture is to absorb basic knowledge and concepts. You will learn both from the lecture content and, by observation, from different approaches to the organisation and presentation of material. Lectures are designed to inspire, motivate and illustrate. On their own, they are not sufficient or effective to convey the wealth of knowledge that you need to acquire to be successful, and they can only exemplify the skills you need. Lectures may be virtual as well as face to face.

Seminars: Seminars are smaller group learning sessions. You and your colleagues will be set a task to prepare in advance, which will be designed to bring together their independent reading, study and research with material that they have been taught or experiences students have had in the workplace. You will talk about your work with your peers and a member of the teaching staff and receive feedback on how you have done. You will observe the work of your peers and learn to provide constructive, critical feedback.

Tutorials: Tutorials can be delivered in small groups or on a one-to-one basis, but the key element is to promote interaction between you and your tutor to develop a greater mutual understanding of the issues under consideration. They place you at the centre of the learning process and are a way in which you can drive their own learning and draw upon the expertise of your tutor in a way that is most relevant to their needs. All students will have a personal tutor allocated to them for the duration of their studies to ensure continuity and develop the tutors understanding of each student as an individual learner.

Group Work: Group work is designed so that you can learn to organise and structure collective or co-operative work processes. Group work provides a forum for you to address questions of roles and authority within the group and may also be used to simulate relationships in organisations related to work situations.

Workshops: These are used for practically orientated learning and seek to develop your creativity and practical awareness. They provide a forum for your to demonstrate, practice and develop skills under the supervision of the teaching team. You will receive tutor feedback, but also evaluate your own practice and that of your colleagues against criteria.

Assessment Strategy

An agreed assessment strategy for Open University courses has been adopted at DCG in order to standardise across programmes in different curriculum areas.

Assessment elements based on the following assessment volumes:

- 20 credits = approximately 4000 word (40 credits therefore approximately 8000 words)
- 15-minute presentation = notional 1000 words

General marking and assessment criteria has been developed and is set out below this document.

Course Structure

Programme Structure - Level 4

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Business	20	None		Yes	Sem 1
Introduction to Strategy	20			Yes	Sem 2
Organisations and Cultures 1	20			Yes	Sem 1
Organisations and Cultures 2	20			Yes	Sem 2
Self and Professional Development	40			No	Sem1&2

Programme Structure - Level 5

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Principles of Marketing	20	None		Yes	Sem 1
Business Psychology	20			Yes	Sem 2
Finance for Managers	20			Yes	Sem 1
Innovation and Change	20			Yes	Sem 1
Project Management: Contemporary Issues	40			No	Sem 1&2

Grading

Mark Bands	Knowledge and understanding	Cognitive, practical and transferable skills
90 - 100%	Exceptional information used, exploring and analysing the discipline, its theory and ethical issues with extraordinary originality.	Exceptional management of learning resources, complemented by assured self-direction. Exceptional structure with accurate expression. Demonstrates exceptional intellectual originality and imagination. Exceptional practical and/or professional skills demonstrated.
80 - 89%	Outstanding information used, exploring and analysing the discipline, its theory and ethical issues with clear originality	Outstanding management of learning resources, complemented by assured self-direction and exploration. An exemplar of structured/accurate expression. Demonstrates outstanding intellectual originality and imagination. Outstanding practical and/or professional skills demonstrated.
70 - 79%	Excellent information used, exploring and analysing the discipline, its theory and ethical issues with considerable originality.	Excellent management of learning resources, complemented by self-direction/exploration. Presented in a structured format with accurate expression. Excellent academic and/or intellectual and team/practical/professional skills.
60 - 69%	Good information used; explores and analyses the discipline, its theory and ethical issues with some originality	Good management of learning resources with some self direction demonstrated. Structured and mainly accurate expression. Good academic/intellectual skills show and team/practical/ professional skills.
50 - 59%	Satisfactory information used that begins to explore and analyse the discipline and its ethical issues, mainly imitative	Satisfactory use of learning resources and input to team work. Some lack of structure or accuracy in expression. Acceptable academic or intellectual skills and satisfactory practical or professional skills.
40 - 49%	Basic information used; omissions in understanding of major/ethical issues. Largely imitative	Basic use of learning resources with no self-direction. Some input to team work. Some difficulty with structure and accuracy in expression. Some difficulties with academic/intellectual skills and developing practical/ professional skills
30 - 39%	Limited information used; limited understanding of discipline or ethical dimension	Limited use of learning resources. No self-direction, little input to team work and difficulty with structure or accuracy in expression. Weak academic/intellectual skills. Practical/professional skills are not yet secure
20 - 29%	Little evidence of an information used. Little evidence of understanding of discipline and its ethical dimension.	Little evidence of use of learning resources. No selfdirection, with little evidence of contribution to team work. Very weak academic/intellectual skills and significant difficulties with structure/expression. Little evidence of practical/professional skills
10 - 19%	Inadequate information used. Inadequate understanding of discipline or ethical dimension.	Inadequate use of learning resources. No attempt at selfdirection with inadequate contribution to team work. Very weak academic/intellectual skills and major difficulty with structure/expression. Inadequate practical/professional skills
1 - 9%	No evidence of any information base. No understanding of discipline or ethical dimension	No evidence of use of learning resources of understanding of self-direction with no evidence of contribution to team work. No evidence academic/intellectual skills and incoherent structure/ expression. No evidence of practical/ professional skills
0%	Awarded when the student fails to address the assignment brief (eg: answers the wrong question) and or learning outcomes.	

All undergraduate assessment will be marked on a percentage scale of 0-100

% Scale Score	Performance Standard
70+	Excellent pass
60-69	Very good pass
50-59	Good pass
40-49	Pass
0-39	Fail

The final grade for individual assessment component determined after completion of a quality assurance process (e.g. moderation, re marking) as detailed in the partner institutions OU approved policy for moderation.

Where the result of the overall assessment calculation creates a mark 0.5% or greater, this will be rounded up to the next full percentage point (69.5% is rounded to 70%) where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (eg 69.4% is rounded to 69%) for the purpose of rounding up or down only the 1st decimal places used.

Derby College Group policy links relating to assessment and grading:

[Assessment and Feedback Policy \(Higher Education\)](#)

[Internal Moderation Policy \(Higher Education\)](#)

[Board of Examiners \(Higher Education\)](#)

Plagiarism and Referencing

Writing an assignment involves research, making notes from resource is like books, websites, magazines, videos, leaflets and then using these notes to put together your assignment.

Your assignment is likely contain:

- your own original thoughts and ideas
- facts
- the ideas and opinions of other people you have read and understood
- quotations

It is important that all your work as your own and is not copied from anywhere or anyone. If you use someone else's work as part of your assignment, you need to follow the rules of citation i.e. crediting the owner of the work. If you do not follow these rules, you will be guilty of plagiarism. Plagiarism is a serious offence and the consequences for you will be serious.

If you are caught plagiarising or cheating, you will be subject to the Academic Misconduct Policy and Procedure process.

All higher education assignments are required to have the following sections at the end of the document:

- references: links to sources which have been directly or indirectly used
- bibliography: links to sources read but not necessarily used.

How to reference

A bibliography and the reference are two completely different things. In your report you should have a references section followed by a bibliography section.

Reference: this is somebody else's work that you have used to either quote or base an idea on. Even if you re write some material into your own words you need to reference the author for the original statement.

Bibliography: this is for materials that you have used during the report work. All references that you have used need re listing in the bibliography along with other sources that you have only read but not necessarily taken material from.

Harvard Formatting

You should be using Harvard for the references and bibliography.

a) Websites

In the main report (citation)

All websites should conform to the W3 Schools validation process to ensure compatibility with user- aided tools such as screen readers (Usability First, 2009).

In the references section

Usability First (2009). Website Standards [online]. Available from http://www.usabilityfirst.com/glossary/term_1233.txt [accessed: 10 December 2008].

b) Books

In the main report (citation)

One of the main HCI Testing methods for useability is the Hierarchical Task Analysis (Dix et al 2004)

(nb: et al is used when there is more than two authors)

In the references section

Dix, A. Finlay, J., Abowd, G.D. & Beale, R. (2004). *Human Computer Interaction*, 3rd Ed.

The following points need to be a dear to when creating a references and bibliography:

- when you list references and bibliography, they should be in name order A to Z
- if some references have the same name then order it by year
- if you have used two books of the same author in the same year list them as 2008a and 2008b

if you use another source I Journal, see the guide on the VLE or the HE Academic Coaches and please ask if you're unsure.

The HE 360 Hub

HE Academic Coaches

Why are study skills important?

Study skills transferable. They not only prepare you for your learning programme and any further education and training you may have to take, but also equipped you with the abilities which will stand you in good stead throughout your career. Coupled with the academic knowledge you acquire, the development of effective study skills will help you become a more successful professional.

The HE Academic Coaches can help you with:

- critical thinking
- reflective practise
- essay structure
- grammar and punctuation
- referencing
- academic regulations
- time management
- critical reading
- and much more.....

You will benefit from working with the higher education study support coaches it will help you develop your academic study skills. This can be especially valuable for those students who are new to higher education. The support is delivered via one to one session or group work covering vital areas such as research skills and how to avoid plagiarism. Your study support coach will also signpost you to a range of resource is to meet your individual needs and preferences, helping you put together a tailored action plan to achieve your goals.

24/7 Access to Information

You can use our online learning system, known as Moodle on a 24/7 basis. It gives you access to programme materials such as handouts presentations and online forums. We have a dedicated Moodle page for study support resource is that you can download to assist with your academic work in addition you can book 1 to one study support tutorials and can be sent email reminders about your appointments

The HE 360 Hub aims to enhance 80 learning provides you with easy access to information and advice. At present it consists of four sectors:

- HE Academic Coaches
- Library
- Careers and Employability
- Inclusion and Support

We work closely with the curriculum team to support students whilst at college.

Higher Education Academic Coaches

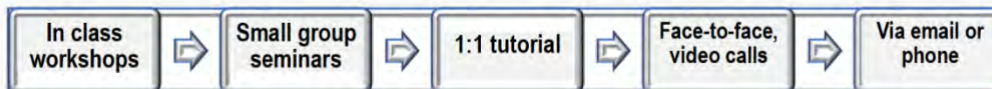
The HE Academic Coaches are Dr Ellen Nicholls and Christine Thorne

To book an appointment for a tutorial or for a general chat please contact us on our email addresses:

Ellen.Nicholls@derby-college.ac.uk

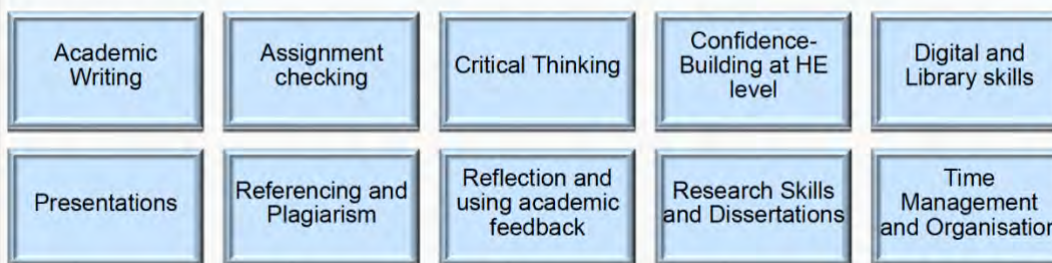
Christine.Thorne@derby-college.ac.uk

We work collaboratively with HE students offering confidential, personalised support to help you develop the academic skills you need for your course through:



Working closely with lecturers enables us to incorporate workshops and seminar delivery into your course.

Sessions include:



HE 360° Survey

HE 360° Surveys take place at the beginning and end of your course to:



- Measure your own progress and to help you reflect on your development.
- Provide an overview of your confidence and ability in working at Higher Education level.
- Inform yourselves, curriculum staff and the study skills coaches of students' developmental needs so that they may be met.

It is important to be honest when you are completing the survey to ensure that we capture an accurate representation of your skills.

Resources

HE Coaches' Moodle page and Microsoft Team provide a range of resources online to assist you. For further information **email us** or visit our new online **HE 360° Hub/ Academic Coaches**.



Library Service

There are four libraries in the Derby College Group (DCG) at The Roundhouse, Broomfield Hall, Joseph Wright Centre and Ilkeston campuses.

On-site libraries hold a range of **core textbooks and journals** which can be borrowed on the presentation of your Student ID card. However, the library provides access to an ever-expanding collection of **eResources (eBooks, eJournals, websites and videos)** via the internet. In addition, there is an **inter-library loan service** to request resources not held by DCG libraries.

An induction to locating resources will be arranged as part of your programme of study in the first few weeks of starting with DCG, however, if you need any help or assistance with finding, accessing and using resources (including journals and journal articles) at Derby College Group, at any of our HE partner Institutions or out in the wider world please contact me via one of the contact routes below to arrange a one-to-one session in person or remotely.

Librarian Contact Details:

Email jennifer.hilton@derby-college.ac.uk (direct email)

Email learningresources@derby-college.ac.uk

Call 01332 334848 (direct line to the Library team)

Call 0800 028 0289 (switchboard) and ask for the Library

'Chat to a Librarian' LiveChat on the Library Catalogue (accessed via Moodle)

For information about the Library Service (including opening hours, help sheets and access to the Library catalogue), please click on this link to the [Library Moodle Page](#)



Careers and Employability Advice

The Careers Guidance Service

Career's consultant and specialist is Katie Seymour-Smith.

One to one careers advice – bookable via a new online system and via careers@derby-college.ac.uk

The **Careers and Guidance Service** is available to help you with any decisions related to your future career path. The team is here for all students, from those who are about to start their career, those who wish to undertake career development opportunities to those wanting to change career direction.

We can help you to clarify option choices and progression pathways, such as:

- Graduate employment
- Self-employment and business start up
- Higher Education (degrees, PGT and PGR)
- Professional courses
- Degree apprenticeships
- Career development and progression
-

We support with:

Self-awareness	Opportunity awareness	Career Management skills	Recruitment and selection	Build relevant experience	Option choices
----------------	-----------------------	--------------------------	---------------------------	---------------------------	----------------

We work with you to:

Explore your skills and options

- We help you to uncover possibilities: a range of career routes that you could do, plus what opportunities are available for you in relation to learning and employment.
- Decision-making: working with you if you are unsure and undecided about your career possibilities or if you cannot decide which option is best for you.

Develop your knowledge, skills and abilities

- We work with you to identify your strengths, skills and abilities.
- We help you to plan, develop and move your career ideas forward.

Apply and be successful

- We help you to find jobs or the right learning and training opportunity for you.
- We help you prepare for the application process: this could be helping you to draft a CV, complete an application form or create a social media profile.

We offer careers and employability sessions in your curriculum area:



One to one careers advice – bookable via a new online system and via careers@derby-college.ac.uk

Inclusion and Support

The inclusion and support team are here to work with you and create an inclusive experience, supporting you to realise your potential and reach your academic goals to stop

Whatever your inclusion need be that a learning difficulty or disability, we can work with you, develop your use of assistive technology and where needed help you apply for Disabled Student Allowance (DSA).

All Derby college group students are able to access support from a range of services: the higher education academic coaches come out the inclusion team or support awarded through DSA.

To contact the team, InclusionHE@derby-college.ac.uk for more information.

There are number support services available to help you with your studies. If the support required is as a direct result of physical or sensory disability or long-term mental health difficulties or a specific learning difficulties such as dyslexia please contact the inclusion team on the above email address.

to access support you would need to be able to provide proof of your physical or sensory disability, long term medical condition , mental health or difficulty or specific learning difficulty and undergo an needs assessment at the centre of your choice the assessment report will be sent to a disability officer at the college they can make arrangements for any support adjustments you require.

If you have an EHC plan, your local authority for your home address will, with your permission, forward the details to the DSA assessor as proof of your eligibility and help you complete your application the process takes about 14 weeks so think about applying when you apply for student finance, although you can apply for DSA at any time during your course.

There is no legal obligation to disclose a disability, but if we don't know about it, we can't make adjustments for you. It is always best to follow a policy of transparency with your teaching staff.

Please note in accordance with health and safety legislation, you are obliged to disclose a disability if you're working with children and vulnerable adults, chemicals dangerous equipment or where there are other health and safety implications

Guidance Counsellors/ Welfare Team

If you are experiencing difficulties which may be affecting your studies, you can refer yourself in the college's counselling service.

Our accredited counsellors are approachable, not judgmental and have experience with working with many different kinds of issues.

- Moodle
 - Please go to Moodle > Service > Counselling Service

- Call/ Text
 - The Roundhouse – 07870 160322

The student support teams will support you through every step of your journey here at Derby college. They will assist you once you're on programme study and when you're deciding on your next step after college whether that's another course or employment.

The student services team

The student services team is here to provide you with the information, advice and guidance you need. The team offers information on:

- Courses
- Enrolment
- ID Badges
- B-line cards/ travel information
- Referrals to other teams for support such as Careers or Welfare
- Financial support

The welfare team

The welfare team are here to support you with any pastoral needs you may have whilst you are studying , such as

- issues with your health and well being including mental health concerns
- problems you may have at home
- if you are facing serious financial hardship
- relationship problems including issues with your peers
- extra support at college if you are a young carer young parent or working with an external agency
- help with housing issues should you become homeless

we know that facing any issues like these can impact on how well you can do at college but the welfare team is here to listen, support and guide you through whatever it is you're facing. We may also signpost or refer you to more specialist support relating to housing counselling or other multi agency teams to be sure that your needs are fully met so that you can concentrate on achieving your maximum potential.

There are members of the welfare team based at each of the camp main campuses of the college. You can refer yourself as support by going into one of the drop in centres or your teacher can refer you.

To book an appointment with welfare team email welfare@derbycollege.ac.uk or contact us via the contact button for welfare support on Moodle.

Specialist Support for your Mental Health

The Well-Being and Resilience team provide specialist support with mental health issues, they offer focused interventions and where appropriate referrals to agencies such as CAMHS. For more information see Moodle or contact the team on 0777 2817726.

The Careers Team

Our experienced Careers Team is available to help you make a well informed and realistic decision about your next step. We offer a range of careers advice services to enable you to realise your full career potential including:

- Individual guidance interviews
- Resources to support job hunting – CV writing, Application letters, interview preparation
- Lots of information on all progression pathways – jobs, training, apprenticeships, voluntary work, student finance
- Career planning events
- Fair Assistance with your higher education application (The Inclusion Team can also discuss support needs and support you to apply for Disabled Students Allowance if you are eligible)
- The chance to attend sessions given by visiting speakers.

To contact the Careers team, please call in at your nearest Student Services or email: careers@derby-college.ac.uk

Support for students in care and care leavers

If you are a care leaver or living in care, Derby College offers lots of support to help you complete your studies.

The Welfare Team are here to help you with any pastoral issues you might have whilst you are a student at Derby College. They offer practical advice and guidance to help you to work through your issues. They also work very closely with your key workers to make sure you get all the support you may need whilst you are here at College. There is a member of the Welfare Team based at each of the college campuses. For more information email welfare@derby-college.ac.uk or contact us on 07969 909943

While you're studying with us

The Student Support Fund team

They can help you apply for financial support at enrolment or when you start your course. If you're aged 16-18 years on 31st August, you can apply for financial support from the Student Bursary Fund. The Guarantee Bursary supports students in care and care leavers and can help towards College travel, food and equipment costs. If you're aged 19 years or over, you can apply to the Student Support Fund for help with tuition fees, travel and equipment. You can pick up an application form from Student Services or download one online. To make your travel costs as cheap as possible, our top tip would be to make sure you get a discount card, such as b_line or Mango. To find out more about local bus services and College shuttle buses, please visit the Derby College website or speak to your local bus company.

To find out more information about support for students in care and care leavers please contact Marianne Bruckshaw at mariane.bruckshaw@derby-college.ac.uk

Student Voice Champion

Your views are important to us, and Derby College have a range of student forums where you can let us know how we are doing, what's good and what you would like us to improve. We have a dedicated member of staff to ensure your views are listened to and acted upon.

Library and Resources

Books and Journals

Studying at a higher level involves lots of research. You will find yourself reading, reading and reading – and then reading some more! Our library offers a broad range of text books, ebooks, reference materials, newspapers, magazines and careers information. This will include many of the programme specific texts detailed on your reading lists – both in print and in electronic form. There is also an extensive range of resources available to help you develop your study skills and equip you to become an independent learner.

At your service We also provide:

- Inter-Library Loans – borrowing books and journal articles from other local and national libraries on your behalf. We can request books from a variety of sources, ranging from the University of Derby library to the British Library.
- Reservations – a service where you can reserve items on loan or on order to make sure the next available copy is ‘reserved’ for you as soon as it becomes available.
- Click and Collect – you can search the library catalogue from anywhere, ‘click’ on an item in stock and ‘collect’ at a time and site that is convenient for you.

What can we help with?

Understanding digital practices:

- Staying safe and presenting yourself online

Finding information:

- Searching library catalogues
- Search tips and techniques

Using information:

- File sharing
- Avoiding plagiarism
- Citing references
- Copyright compliance

Creating information:

- Assistance with using Office 365 or Office 2016 applications
- Using media capture devices.



When can you access the Library Service?

The Library Service is open during **term time** between 8:00am to 18:00pm Monday-Thursday and 8:00am to 16:30 pm on Fridays - please check below for more details. Library customer service support and assistance is provided Monday -Friday at different times at each of the four College site libraries. The times displayed in **green** are when **Library Customer Service** is available. The times shown in blue are when the libraries will be accessible to use for private study and reference only (i.e. no counter assistance).

The Roundhouse Library			
	Private study and reference.	Library Customer Service support.	Private study and reference.
Monday	8:00am-8:30am	8:30am-4:30pm	4:30pm-8:00pm
Tuesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-8:00pm
Wednesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-8:00pm
Thursday	8:00am-8:30am	8:30am-4:30pm	4:30pm-8:00pm
Friday	8:00am-8:30am	8:30am-4:30pm	CLOSED

The Joseph Wright Centre Library			
	Private study and reference.	Library Customer Service support.	Private study and reference.
Monday	8:00am-8:30am	8:30am-4:45pm	4:45pm-6:00pm
Tuesday	8:00am-8:30am	8:30am-4:45pm	4:45pm-6:00pm
Wednesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-6:00pm
Thursday	8:00am-8:30am	8:30am-4:45pm	4:45pm-6:00pm
Friday	8:00am-8:30am	8:30am-4:30pm	CLOSED

Broomfield Hall Library			
	Private study and reference.	Library Customer Service support.	Private study and reference.
Monday	8:00am-8:30am	8:30am-4:30pm	4:30pm-9:00pm
Tuesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-9:00pm
Wednesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-9:00pm
Thursday	8:00am-8:30am	8:30am-4:30pm	4:30pm-9:00pm
Friday	8:00am-8:30am	8:30am-4:30pm	CLOSED

Ilkeston site library			
	Private study and reference.	Library Customer Service support.	Private study and reference.
Monday	8:00am-8:30am	8:30am-4:30pm	4:30pm-6:00pm
Tuesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-6:00pm
Wednesday	8:00am-8:30am	8:30am-4:30pm	4:30pm-6:00pm
Thursday	8:00am-8:30am	8:30am-4:30pm	4:30pm-6:00pm
Friday	8:00am-8:30am	8:30am-4:00pm	CLOSED

Online Systems

Microsoft Teams and Moodle

Microsoft Teams and Moodle is an essential tool for learning at Derby college. Your course leader will show you how to access teams and where to find essential course related information.

Email

Once you are a student at Derby college, you will have your own email address. Log in using your standard login credentials. It is advised that you check your emails daily within the working week so you are up to date with work or requests. All communications will be sent solely to your college email.

The Open University and Derby College Group Academic Regulations

The College has a range of general and HE Specific policies in place to support you and your studies. To access all of the HE specific policies, please visit this link:

<https://www.derby-college.ac.uk/he-policies>

The following policies are the guiding principles for the organisation, management and delivery of the programme.

[Positive Behaviour Policy](#)

This policy clearly communicates the expectations of behaviour and conduct of Derby College and to clarify the planned consequences that will be implemented to create learning opportunities when expectations are not met.

[Student Conduct Handbook](#)

This policy outlines the 5Ps of conduct throughout the college and the expectations this places across the college.

[Academic Appeals](#)

The Policy outlines the grounds on which and the process to follow in the event of a student wishing to appeal assessment decisions made by the programme team.

[DCG Academic Misconduct \(Higher Education\)](#)

This policy applies to all students engaged in any College assessment activity. The policy is intended to help students reach a clear understanding of Academic Regulations.

[DCG Mitigating Circumstances Policy \(Higher Education\)](#)

This policy sets out the College's requirements for managing mitigating circumstances. It sets out the College's policy and responsibilities covering claim criteria, solutions for submission and the application of the regulations.

[Attendance and Punctuality Policy](#)

This policy outlines the requirements of students in relation to their attendance on their programme.

[DCG Enrolment & Registration Policy \(Higher Education\)](#)

This document sets out the regulations governing enrolment, programme registration periods, programme transfers and withdrawals, and the termination of registration of students on taught programmes validated by an awarding organisation or institution.

Assessment, Progressing and Award of Credit

The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.

Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

Minimum requirements for pass

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are: 40% for undergraduate programmes and 50% for postgraduate programmes.

These minima may apply to assessment elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications.

Submission of assessed work

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass Mark (PG awards) and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the overall assessment calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5%, this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to

59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Related DCG Policies

[DCG Assessment & Feedback Policy Higher Education](#)

[DCG Internal Moderation Policy Higher Education](#)

[DCG Board of Examiners Higher Education](#)

Determining module outcomes

The overall module mark shall be determined as per the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Provision for *viva voce* examination

Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

- to confirm the progression/result status of a student;
- to determine the result status of unusual or borderline cases;
- when there is conflicting evidence from the various assessment components;
- as an alternative or additional assessment in cases where poor performance in assessment

Stage requirements

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must normally acquire the total number of credits set out in the programme specification at the approved qualification level for the award.

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit– a second attempt of an assessment component within a module, following failure at first attempt.

- Compensation – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.
- Retake – a second attempt of all assessment components within a module following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt. This will be confirmed at the Examination Board.

If students are granted a resit opportunity following an exam board for OU-validated provision, a new, comparable piece of External Examiner-approved assessment will be issued, along with submission deadlines. Students' marks in this case will be capped at 40%.

Grading and Classification Awards except Bachelor Honours Degrees

Validated taught awards, including Masters' degrees, consisting of at least 120 credits at FHEQ level 4 (SCQF 7 for Scotland) or above may be awarded with Merit or Distinction with the exception of ordinary and honours degrees where the award of Merit or Distinction will not apply.

For the award of Distinction, the overall aggregate mark will be 70% or above.

For the award of Merit, the overall aggregate mark will be 60% - 69%.

Where the final result of the award classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on).

Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used:

Calculation of a Foundation Degree will be based on the average mark across all modules within Stage 2 (usually Credit Level 5) and Stage 1 (usually Credit level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Calculation of a DipHE will be based on the average mark across all modules within Stage 2 (usually Credit Level 5) and Stage 1 (usually Credit level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Calculation of a CertHE will be based on the average mark across all modules within Stage 1 (usually Credit Level 4) unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Calculation of Masters Degrees will be based on the average mark across all modules within a programme unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

The award of PgCERT cannot be awarded with Merit.

Bachelor Honours Degree Classification

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1

respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

First class Aggregate mark of 70% or above

Upper Second class Aggregate mark between 60% and 69%

Lower Second class Aggregate mark between 50% and 59% Third class Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

EQUALITY & DIVERSITY

Derby College Group is passionate about inclusion, respect and enabling all students, employees and stakeholders to reach their full potential. We aspire to excellence and are committed that our employees integrate and enhance equality, diversity and inclusion in processes and practices across the organisation. The policy describes Derby College Group's:

- Vision and commitment to Equality, Diversity and Inclusion
- Legal duties under the requirements of the Equality Act 2010 in employment, facilities, goods, services, admission and treatment of students.
- General and specific equality duties
- Practical steps for implementation of the policy

Key Principles

The Derby College Group Strategic Ambitions for 2017 - 2020 affirms our commitment to championing equality, diversity and inclusion in all our activities, including employment opportunities and advancement. It also forms part of our commitment to Priority two: Increase Social Mobility; remove barriers and inspire aspiration to achieve social progression. We believe that everyone at Derby College Group has a duty to ensure equality and diversity legislation is followed and implemented. Recognising, embracing and valuing difference leads to improvements for all, including:

- A more vibrant student and employee population
- A better working and studying environment
- Attracting and retaining the very best employees and students
- Improving the image of our College.

Public Sector Equality Duty

The General Equality Duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Derby College Group desires to be recognised as an organisation that provides excellent employment and educational opportunities. We are committed to complying with the relevant legislation and where possible will endeavour to exceed this creating a culture of inclusivity where everyone is treated with respect and dignity. The Group does not tolerate any prejudicial behaviour by any member of the Group.

The Quality of Provision

- Effective Learning, Teaching and Assessment
- All teaching and assessment resources and curriculum will ensure that they reflect and promote Equality, Diversity and Inclusion where appropriate
- Departments will take systematic steps to ensure that students have access to all opportunities irrespective of protected characteristic.
- English for Speakers of Other Languages (ESOL) support will be available to those students who need it (where funding is available) to maximise learning outcomes and opportunities in the UK economy.

Related DCG Policy: [Equality, Diversity and Inclusion Policy](#)

Health, Safety and Security

Derby College Group is committed to providing a safe environment and all students are expected to comply at all times with College safety instructions given verbally or in writing and to respect all College equipment and safety devices:

ID Cards: You are required to wear your College Membership Card (ID Card) on College premises at all times. If you lose your card a fee will be payable for a replacement. There is a charge of for a temporary card and for a replacement lanyard.

Fire Alarms: If there is a fire, raise the alarm by breaking glass at a fire alarm call point. If the alarm sounds, evacuate the building. Follow the fire arrows for the quickest way out and make your way to the fire assembly point indicated on the fire action signs. No-one must re-enter the building until the 'all clear' has been given. When a test of the system is to be carried out, you will be advised.

First Aid: The College has first aiders on call on all sites. In all cases, an accident report form will be completed. In the case of major injury, arrangements will be made to call an ambulance on 999. For emergency First Aid telephone 500

Smoking: The College actively discourages smoking and smokers must use the dedicated smoking shelters. The Derby College Students' Union have dedicated advisers who can help you start on your journey to be smoke free. If you would like to stop smoking, please contact your student union office for help and/or advice alternatively visit www.dcsu.co.uk for more information.

[Health & Safety](#)

[Smoke Free Environment Procedure](#)

Module Specifications



Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

I. Factual information			
Module title	Introduction to Business and Management		
Module tutor	Richard Burley	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

This module provides the introduction to the concept of business, management and all its guises. Students will define the range of key concepts within business and management and investigate how the modern-day business environment has developed.

3. Aims of the module

- Have good knowledge of historical influences of business concepts
- Demonstrate detailed understanding of significant points of influence within trade and commerce
- Understand the evolution of different management concepts

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme.

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Define business and management concepts</p>	<p>Have detailed understanding of organisations, organisational culture and the commercial, management and business environment</p>	<p>Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Blended learning and independent study should be adopted where applicable.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse how business and management concepts have changed over time.</p>	<p>Have detailed understanding of organisations, organisational culture and the commercial, management and business environment</p>	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable. Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make decisions that are highly applicable to the sector.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Identify what it means to be a business professional</p>	<p>Demonstrates skills and competencies that are appropriate to the business and management environment</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their own or given context.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Use appropriate terminology and language when communicating.</p>	<p>Demonstrate key skills synonymous with good academic practice</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions; Inter and intrapersonal communication skills, teamwork, leadership, problem solving, critical</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		thinking, time management, initiative, independent learning, innovation, numeracy, IT skills, flexibility

8. Indicative content.
<p>This module will introduce students to the fundamental concepts and definitions of business. It will give a present-day perspective by investigating key historical developments that has shaped modern day business principles. In defining the concept of business, this module will unpack the role it has had throughout history, by studying what has shaped and driven its evolution. This module will pick out key periods such as the agricultural and industrial revolution along with automation and developments in manufacturing that have created and defined concepts, and how past influences have shaped these into the current existence they are today, with consideration for future trends and developments. Identifying concepts of early management will be investigated and how this has led to the career of management, which has in turn developed ways of thinking that impact on business.</p> <p>This module will consider the role and impact business has had on society, and how the roles and responsibilities of those involved have developed. In doing so, this will in turn allow the consideration of the economic perspectives, and where key legislation has played a major role.</p> <p>This module will position students as strong individuals who are confident in the foundations of business and management.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Essay and blog				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
1. 2000-word report; The History of Business.	70%	10	40%	A1, B1, D1
2. 1000-word blog posting.	30%	13	40%	C1, D1

10. Teaching staff associated with the module
Name and contact details
Richard Burley Richard.burley1@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Cummings, S., Bridgman, T., Hassard, J. and Rowlinson, M. 2017. A New History of Management. Cambridge University Press: Cambridge.				
Jones, G. and Zeitlin, J. (Eds). The Oxford Book of Business History. Oxford University Press: Oxford.				
Kleiner, A. 2008. The Age of Heretics: A History of the Radical Thinkers Who Reinvented Corporate Management. Jossey-Bass: San Francisco.				
Marshall, S.J. 2017. The Story of the Computer: A Technical and Business History. CreateSpace Independent Publishing Platform				
Wilson, J., Toms, S., de Jong, A. and Buchnea, E. (Eds) 2016. The Routledge Companion to Business History (Routledge Companions in Business, Management and Accounting). Routledge: Oxon.				

12. Other indicative text (e.g. websites)

The Business History Conference <https://thebhc.org/>

Journal of Business History <https://www.tandfonline.com/loi/fbsh20>

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Organisations & Cultures 1		
Module tutor	Dawn-Marie Willmer	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide.		

2. Rationale for the module and its links with other modules

As students enter the business and commercial sector they will need to demonstrate an understanding and knowledge of organisational functions and the wider business environments in which organisations operate within. They will also need to understand the current influence and impact of culture, politics

2. Rationale for the module and its links with other modules

and power on the behaviour of others within an organisational context. This module will focus predominately on the internal environment, which will build to develop the relationship with the external environment in later modules.

3. Aims of the module

This module will aim to:

- Examine and evaluate the different types of organisations and how they operate.
- Explore the relationships that organisations have with their internal stakeholders.
- Have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations.

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Analyse the breadth of structure, size and scope of organisations.</p>	A1, A2, A3	<p>Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Blended learning and independent study should be adopted where applicable.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically evaluate the inter-relationships of the various key functions within organisations and their links to organisational structure.</p>	A1, B1	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make decisions that are highly applicable to the sector.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Apply concepts and philosophies of organisational behaviour to a given business situation or scenario.</p>	<p>A1, C1</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on ‘real-life’ scenarios that model reality and allow students to apply their own or given context.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Work co-operatively and collaboratively as a team member.</p>	<p>D1</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions; Inter and intrapersonal communication skills, teamwork, leadership, problem solving, critical thinking, time management, initiative, independent learning, innovation, numeracy, IT skills, flexibility.</p>

8. Indicative content.

This unit will provide with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, transnational and global) and how they operate. This module will unpack what a business's structure is, its members, how it is modelled and how it operates. It will also identify and understand the different business functions that operate within the business, inclusive of human resources, marketing, finance, management information systems, sales, production, research and development along with purchasing.

This module will unpack the purpose and mission of a company, and how the broad statements are created. This will review the development of purpose and mission from economic, social and ethical perspectives, and how the role that the statements have on the outputs and operation of the company. Alternative views such as the holistic model of mission will be used. Objective identification and setting to drive organisational activity will be utilised. This will be investigated further in the 'Introduction to Strategy' Module.

Understanding the role of individuals and teams and the roles that are played within an organisation will be investigated, with clear reference to roles of leaders and managers in the workplace. This will establish the basis of which to develop a detailed understanding of culture and its role within an organisation, and how this can impact on leadership and management styles and ultimately direction of the company.

A range of theoretical models will be investigated during this module with investigating the ideas of a range of Edgar Schein, Geert Hofstede, Charles Handy, and Jerry Johnson and Kevan Scholes along with introductions to Gestalt, and consideration as to if they are applicable when the modern business setting.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Written report and presentation

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Assignment 1. 2000-word evaluation of company structure and the relationship between individual business functions.	50%	7	40%	A1, B1
Assignment 2. A collaborative presentation that compares and contrasts cultures from differing organisations when evaluated against organisational behaviour concepts and philosophies.	50%	13	40%	C1, C2

10. Teaching staff associated with the module
Name and contact details
Dawn-Marie Willmer dawn-marie.willmer@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Alvesson, M.	2015.	Changing Organisational Culture.	Routledge.	London.
Archer, D. and Cameron, A.	2013.	Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control.	2nd Ed. Routledge,	London.
Bohnet, I.	2016.	What Works: Gender Equality by Design.	University Press,	Massachusetts.

French, R., Rayner, C., Rees, G., Rumbles. S., Schermerhorn Jr. J., Hunt. J. and Osborn, R. 2015. Organisational Behaviour. 3rd Ed. Wiley: London.

Handy, C. 2011. Gods of Management. Souvenir Press, London.

Henderson, M. 2014. Above the line: how to create a company culture that engages employees, delights customers and delivers results. Wiley, Australia.

Levi, D. 2014. Group Dynamics for Teams. 4th Ed. Sage, London.

Schein E.G. 2010. Organisational culture and leadership. 4th Ed. San Francisco Calif, Jossey Bass.

Todnem By, T. and Burnes, B. (Ed). 2014. Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability. Routledge, Oxon.

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Organisations and Cultures 2		
Module tutor	Dawn-Marie Willmer	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide.		

2. Rationale for the module and its links with other modules

Building on Organisations and Cultures 1, this module will deepen the understanding of organisations and culture by expanding outside the scope of the of the business unit and introduce a range of complex considerations and how external forces can influence, shape, drive and determine business.

3. Aims of the module

This module will aim to:

- Identify how different contexts impact on business and culture including, economic factors, environment, technological influences, social responsibility, ethics, political, legal, sustainability and globalisation.
- How influences can impact businesses at local, national and global levels
- How management influences have adapted to cope with changing cultures
- Allow students to explore the relationships that organisations have with their stakeholders.
- Give students an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify a range of external factors that contribute to business organisations.</p>	A1, C1	<p>Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Blended learning and independent study should be adopted where applicable.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate how business and business processes are impacted and influenced by external factors.</p>	B1, C2	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make decisions that are highly applicable to the sector.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Appraise the applications of philosophies of organisational behaviour to a given business situation or scenario which considers both internal and external influences.</p>	<p>B1, C1</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their own or given context.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Demonstrate interpersonal skills of persuasion and presenting in order to influence.</p>	<p>C1, D1</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions; Inter and intrapersonal communication skills, teamwork, leadership, problem solving,</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		critical thinking, time management, initiative, independent learning, innovation, numeracy, IT skills, flexibility.

8. Indicative content.
<p>Building on the understanding of organisation and culture, this module will introduce a range of factors that can impact on the both organisation and culture, how this influences the core missions, and in turn, impacts on management approaches. It will take a deeper dive into how external factors such as social responsibility, sustainably, ethics, globalisation, technology, and politics are influential in business adaptation. This module will also bring the stronger concept of the customer, and how the customer can shape and be shaped as they interact with the business.</p> <p>This module will unpack how the differing external factors have also influenced business culture, including concepts such as pay equality, gender differences, flexible working, remote working, making strong links between organisational culture and the performance of an organisation. With the application of the models introduced in module 1, this module will provide space for the student to be able to examine new and contemporary challenges in the modern business through a range of lenses in order to establish a broad yet detailed knowledge base on the core concepts of business organisation and purpose. It will build on the core knowledge of the internal business structures, and investigate how external factors, market forces and stakeholder influences shape business visions and values.</p> <p>Management practices will be challenged through this external viewpoint and encourage to take students outside of a level of comfort and deal with challenging concepts such as conflict, building on skills of cultural sensitivity, emotional intelligence and building relationships.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Case study and poster presentation				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Assessment 1 – Case study on external influences of business and business processes. 2500 words	70%	9	40%	A1, B1
Assessment 2 – Poster presentation, notional 1500 words	30%	12	40%	C1, D1

10. Teaching staff associated with the module
Name and contact details
Dawn-Marie Willmer dawn-marie.willmer@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Anderson. V., Fonthinha. R., Robson. F.		Research Methods in Human Resource Management: Investigating a business issue.		
Chaffey, D. Hemphill. T. and Edmundson-Bird. D.	2019.	Digital Business and E-Commerce Management.	7 th Ed. Pearson, Harlow.	
Cialdini. R.	2016.	Pre-Suasion: A revolutionary way to influence and persuade.	Cornerstone Digital, Kindle Edition.	
Easterby-Smith. M., Thorpe. R., Jackson. P. R., Japersen. L, J.,	2018.	Management & Business Research.	6 th Ed. Sage Publications Ltd, London.	
Maylor. H., Blackmon. K., and Huemann. M.	2017.	Researching Business and Management.	2 nd Ed. Palgrave, UK.	

Paul. D., Yeates. D., and Cadle. J. (eds). 2014. Business Analysis. 2nd Ed. BCS, Swindon.

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Introduction to Strategy		
Module tutor	Richard Burley	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide.		

2. Rationale for the module and its links with other modules

As students' progress into the commercial sector they will need to develop awareness of the different kinds of strategy which could be used in an operational, tactical or strategic role for an organisation. This module provides perspectives on the whole organisation that shape, inform and influence other functions. This module will introduce strategy and how it underpins all other performative functions of business and will influence students, graduates, and business owners at all levels. In exploring strategy,

2. Rationale for the module and its links with other modules

this module will provide underpinning knowledge for future modules at level 5 where core principles of business are linked to decision making, finance, target setting, behaviour, culture, HR, sales, even wider applications to company policy and ethos.

3. Aims of the module

This module will aim to:

- Allow students to developed knowledge and understanding of strategy
- Understand how strategy influences decision making
- Understand how strategy impacts on all business functions
- Demonstrate an ability to apply theoretical models to real-life context, and draw effective conclusions
- Equip students to contribute to the development of business plans and operational direction
- Develop effective decision making and planning skills

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme.

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand how strategy acts as a fundamental concept within the business environment.</p>	A2, A3, B1	<p>Teaching and learning scaffolds activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Blended learning and independent study should be adopted where applicable.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically evaluate an organisation from internal and external perspectives</p>	A3, B1	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make made decisions that are highly applicable to the sector.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Critically apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.</p>	<p>B1, B2, C1, C2</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on ‘real-life’ scenarios that model reality and allow students to apply their own or given context.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Demonstrate developed decision-making skills in relation to strategy development.</p>	<p>D1</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions; Inter and intrapersonal communication skills, teamwork, leadership, problem solving, critical thinking, time management, initiative, independent learning, innovation, numeracy, IT skills, flexibility</p>

8. Indicative content.
<p>The aim of this module is to introduce the concepts of strategy and strategic development, highlighting the different kinds of strategy which could be used in an operational, tactical or strategic role for an organisation. Informing, shaping and supporting strategic decisions that business face are inseparable activities that every organisation must engage with. You will explore why it is important to establish a business mission and vision, how this process can and does happen and, how it directs future activity within the business and why it is a fundamental concept for all businesses; whether sole traders, SMEs or large multinationals. Through the development of in-depth knowledge and understanding of the theories, models and concepts, you will be introduced to a range of analytical techniques that allows for current and future business positionality to be evaluated that you will be able to use at any point throughout your career or own professional development. This module will introduce you to a range of influencing factors such as the internal environment, the external environment, competitors and stakeholders. You will use theoretical models such as Porter’s Five Forces, SWOT, PEST(LE) to name but a few to assist with understanding strategy and develop methods to critically review a variety of strategic approaches.</p> <p>This module should provide students with sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Presentation and case study				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
1. Presentation. 10-minute presentation	30%	6	40%	D1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
2. Case study analysis. 3000-word report	70%	13	40%	A1, B1, C1

10. Teaching staff associated with the module
Name and contact details
Richard Burley – richard.burley1@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Cameron, E. and Green, M., Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change, (3rd edition), Kogan Page, 2012,				
Harvard Business Review on Decision Making, Harvard Business School Press, 2001,				
Hoch, S. J., Kunreuther, H. C. and Gunther, R. E. (editors), Wharton on Making Decisions, (New edition), John Wiley and Sons, 2004,				
Monahan, G. E., Management Decision Making: Spreadsheet Modelling, Analysis, and Application, Cambridge University Press, 2000,				
Wang, C., Managerial Decision-Making Leadership, John Wiley and Sons, 2010,				
Campbell, D., Edgar, D., Stonehouse, G. 2011. Business Strategy: an introduction. (3 rd ed). Red Globe Press. London.				

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. Factual information			
Module title	Self & Professional Development (WB1)		
Module tutor	Richard Burley	Level	4
Module type	Taught	Credit value	40
Mode of delivery	100% face-to-face		
Notional learning hours	36 Hours Lectures & Dissemination 36 Hours Workshops, practical, discussion groups, seminars 328 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

Self-development allows individuals to achieve both their personal and professional goals, along with helping to support the achievement of commercial objectives through fulfilled and effective employees making effective contributions to the activities of an organisation. As such the aim of the modules is to

2. Rationale for the module and its links with other modules

give students insight and the knowledge of how to manage self-development and how it contributes to achievement of academic, personal and professional objectives.

3. Aims of the module

This module will aim to:

- Examine how to manage effective self-development.
- Identify and examine academic, personal and professional development needs in the context of the commercial sector.
- Allow the evaluation of current and evolving requirements of the commercial and business sector in order to inform self-development.
- Develop an effective self-development plan linked to personal, academic and career objectives, which allows for reflection.
- Have the capacity for self-reflection
- Develop links with employability profiles for the business and management sector.

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify developmental needs for self in both a personal and professional business and management contexts.</p>	A1, C1, C2	<p>Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4 student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Blended learning and independent study should be adopted where applicable.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Appraise a range of academic skills, personal values, career objectives and skills gaps that are required in order to meet and exceed sector expectations in the business environment.</p>	B1, C1, C2	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make decisions that are highly applicable to the sector.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Formulate and develop an appropriate self-development plan.</p> <p>C2: Demonstrate the ability to develop professional relationships and build professional networks within the sector.</p>	<p>C1, C2, D1</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on ‘real-life’ scenarios that model reality and allow students to apply their own or given context.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Demonstrate the capacity to act as a reflective practitioner in both academic and professional contexts.</p> <p>D2: Use appropriate terminology and language application for the given field of study.</p>	<p>D1</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.</p> <p>The following transferable skills are embedded in the sessions; Inter and intrapersonal communication skills, teamwork, leadership, problem solving, critical thinking, time management, initiative, independent learning, innovation, numeracy, IT skills, flexibility</p>

8. Indicative content.

Within this module students will gain the insight and knowledge as to their role as a professional, and how to approach self-development so that it contributes to the achievement of personal, academic and career goals, learning these concepts link to employability and professional development. Students will identify self-development needs by understanding how to analyse and appraise the current and evolving requirements of business and commercial sector and the skills and attributes they currently hold. Models of reflection and development will be studied, and how they can influence both personal and professional drivers.

Students will explore how to identify the gaps between current knowledge, skills, attributes, values, short- and long-term objectives, allowing the production of an operational self-development plan that links to professional development. Students will research and apply specific, measurable, achievable, realistic and time-based objectives and recognise how different types of learning style contribute to scholarship and development.

Personal development and growth are key factors for individuals to influence their professional achievements. Considerations will be given to the role of emotional intelligence, empathy, cultural awareness and sensitivity within the workplace.

Students will be encouraged to develop skills in working both within a team and independently, and how the building of relationships can lead to the building of professional networks, using a range of interpersonal skills such as listening, negotiation and persuasion. Development of key communication skills within this module will help for future modules, and push students to test their own limits of capabilities in order to help them plan for future improvements.

Skills and knowledge of decision making will be explored, along with concepts in flexibility and reliance, which will later impact on discussions regarding roles of managers and leaders within business and management contexts.

Students will also engage in research to consider suitable techniques to monitor and evaluate performance in achieving development targets and matching them against the requirements of the sector, including an understanding of how to use different sources of feedback to review performance.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Assignment based assessment				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
1. Skills assessment. Engage in a process of review, reflection and development of academic capability and scholarly activity through attendance of prescribed academic skills workshops. On-line assessment(s).	10%	5	40%	A1, B1
2. Professional Development. 2000 words. Production and critique of a strategic Self Development Plan	30%	12	40%	C1, D1
3. Network and relationship management. Produce a professional network profile (e.g. via LinkedIn) that is highly appropriate to your career sector.	20%	21	40%	C2, D1, D2
4. Reflective Portfolio. 2000 words. A portfolio of reflective analysis of academic skills, personal values, career objectives and goals in relation to sector expectations and professional development.	40%	26	40%	A1, B1, D1

10. Teaching staff associated with the module
Name and contact details
Richard Burley – richard.burley1@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Burns, T. and Sinfield, S. 2016. Essential Study Skills: The Complete Guide to Success at University. 4 th Ed. Sage Study Skills: London.				
Cottrell, S. 2015. Skills for Success: Personal Development and Employability. 3 rd Ed. Palgrave Macmillan: New York.				
Covey, S.R. 2004. The 7 Habits of Highly Effective People. 2 nd Ed. Simon & Schuster: UK.				
Dweck, C., 2017. Mindset – Updated Edition. Changing the Way You think To Fulfil Your Potential. Random House Inc: New York.				
Gold, G., Thorpe, R. and Mumford, A. 2010. Leadership and Management Development, 5th Ed. CIPD: London.				
Kallet, M. 2014. Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills. Wiley: Oxford.				
Megginson, D. and Whitaker, V. 2007. Continuing Professional Development, 2 nd Ed. CIPD: London.				
O’Neill-Blackwell, J. 2012. Engage: The Trainer’s Guide to Learning Styles. John Wiley and Sons: Oxford.				
Pedler, M. 2006. A Manager's Guide to Self-Development, 5th Ed. McGraw-Hill: New York.				
Rees, G. and French, R. (eds). 2016. Leading, Managing and Developing People. 5 th Ed. CIPD: London				

12. Other indicative text (e.g. websites)
The Training Journal www.trainingjournal.com Coursera www.coursera.org Lynda.com www.lynda.com

Ted Talks: www.ted.com

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. 1. Factual information			
Module title	Principles of Marketing		
Module tutor	Eraj Weinman	Level	5
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

The use of marketing principles is a key element in the majority of commercial organisations operating within local, national and global markets, as such business and management students will need to develop an awareness and understanding of the fundamental aspects of these functions within an ever-changing business environment.

This module is designed to introduce the student to the principles of marketing and it's interrelationship with other functional units throughout the business, with particular focus on the sales function as a lens to view the impact of the activity of marketing. Through authentic and current collaboration with sector employers, it will develop this understanding and knowledge into higher level skills and behaviours that are core to this concept.

3. Aims of the module

This module will aim to:

Understand the role of the marketing how it links with other activities within an organisation

Develop and evaluate authentic and current marketing plan

Evaluate the organisation of sales structures and the interrelationship with marketing activities.

Analyse and evaluate the principles of selling and their financial implications.

Provide a conduit to work based learning.

4. Pre-requisite modules or specified entry requirements

Students should have completed all modules at level 4

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1: Evaluate the role of the marketing function and its relationship with other aspects of business and organisations.</p>	A1	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p>		<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B1: Analyse the interrelationship between marketing and sales functions.	A1, B1	<p>approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1: Develop and evaluate meaningful marketing plans.</p>	C1, C2, D1	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>D1: Demonstrate applied numeracy skills through communication of key performance indicators and financial information related to marketing functions.</p>	<p>D1, D2</p>	<p>Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.</p>

8. Indicative content.
<p>This module will expose students to the increasingly important role that marketing is playing in the promotion of business and services. It is designed to give a comprehensive overview of marketing principles to equip students with the tools, knowledge and scholarship skills to succeed in today's increasingly complex and fast-paced marketing and sales environment. It will investigate the branches of marketing such as paid, cause, relationship, undercover, word of mouth, cloud, transactional and diversity. This module will also evaluate the impact of effective marketing, through the interrelationship with sales performance, profit analysis, customer base, brand impact, with the evaluation of the method of marketing used, whether traditional or digital, social or B2B. The module introduces students to the disciplines of sales management for the 21st century due to its relationship with the marketing function. Students will explore these different aspects of marketing allowing them to them examine, evaluate and critique marketing, how it influences sales tools and techniques before utilising them within sales and marketing reporting conventions, as route to evaluation of marketing impact.</p> <p>There is a wide range of the theories and established concepts such as the marketing matrix and marketing principles, Ansoff Matrix, stakeholder mapping, Porters Five Forces, Consumer Decision Making Process, Maslow's Hierarchy of Needs, the Boston Consulting Group Matrix along with the PESTLE analysis to name but a few that will be investigated. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world</p>

8. Indicative content.
<p>examples, including products, services, channels and selling strategies. Changing dynamics between buyers and sellers, positionality of customers underpinned by the fast-paced evolution of e-commerce and globalisation will be considered.</p> <p>Students will analysis how changing environments have shaped and evolved marketing strategies and techniques, and how this changing relationship has been passed on to the sales function of a business. Understanding campaigns, customer needs and fostering relationships will feature, as students develop the necessary skills and understanding that are required to operate effectively in this area of business. Alongside this, students will understand the variety of monitoring indices, competitor analysis and management techniques that are required in order to effectively evaluate the impact of marketing and adjust where necessary in order to remain competitive.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Assignment based assessment. Assessment should be linked to authentic and collaborative consultancy opportunities with relevant employers.				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
2000-word case study that examines the marketing function within an organisation.	50%	9	40%	A1, B1
Preparation of a detailed marketing plan for a chosen campaign or scenario, that highlights core activities, internal relationship management, external relationship management, associated costs, impacts, key performance indicators, financial viability, expectations of other functional business units	50%	13	40%	C1, D1

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
where required. Notional 2000 words preparation.				

10. Teaching staff associated with the module
Name and contact details
Eraj Weinman – eraj.weinman@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Brassington, F. and Pettitt S. 2012. Essentials of Marketing. 3rd Ed. Pearson: Pearson.				
Dib, A. 2018. The 1-page Marketing Plan: Get New Customers, Make more Money and Stand out From The Crowd. Successwise: Miami.				
Groucutt, J., and Hopkins, C. 2015. Marketing (Business Briefings). Palgrave Macmillan: London.				
Hair, J., Anderson, R., Metha, R. and Babin, B. 2008. Sales Management: Building Customer Relationships and Partnerships. Cengage Learning.				
Jobber, D. and Ellis-Chadwick, F. 2016. Principles and Practice of Marketing. 8th Ed. McGraw-Hill: Maidenhead.				
Jobber, D., Lancaster, G., Le Meunier-Fitzhugh, K. 2019. Selling and Sales Management. 11 th Ed. Pearson: UK.				
Kingsworth, S. 2019. Digital Marketing Strategy: An integrated Approach to Online Marketing. 3 rd Ed. Kogan Page Limited: London.				
Kotler, P. and Armstrong, G. 2018. Principles of Marketing. 17 th Ed. Pearson: Harlow.				
Kotler, P., Karajaya, H. and Setiawan, I. 2017. Marketing 4.0: Moving from Traditional to Digital. John Wiley & Sons: New Jersey.				
McDonald, M. and Wilson, H. 2011. Marketing Plans: How to Prepare Them, How to Use Them. 7th Ed. John Riley and Sons: Chichester.				
Weinberg, M. 2015. Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales. Amacom: New York.				

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. 1. Factual information			
Module title	Finance for Managers		
Module tutor	Eraj Weinman	Level	5
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide.		

2. Rationale for the module and its links with other modules

Understanding financial processes, demonstrating knowledge of how a budget is formulated and interpreting management accounts are essential skills for any leader or manager. This module explores how to do this for organisations of different shapes and sizes. Moreover, leaders and managers need to consider how wider policies on taxation, trade agreements and cross border agreements may affect organisations of different sizes and type, and how this might impact on the financial KPIs and health of the company. Leaders and managers need to be able to guide their teams through regulations that govern finances and respond to any changes in accounting structures.

3. Aims of the module

This module will aim to:

Understand how finance and financial information impacts on all units within a business environment

Demonstrate an understanding of financial management tools and processes

Understand budget planning and financial adjustment processes

Consider the impact of financial rules and regulations on practice

Understand how financial understanding can drive decision making activities

4. Pre-requisite modules or specified entry requirements

Students should have completed all modules at level 4

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1: Demonstrate a detailed understanding of financial management tools and its importance within the wider business and management context.</p>	A1, B1, D1	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p>		<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level 4 and evidence from textbooks, peer reviewed journal articles and</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B1: Analyse the impact that financial information can have on decisions taken within with wider business context.	A1, B1, D1	media outlets. Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected C1: Be able to apply budgeting principles, adjustment and financial controls in different contexts.	C1, C2	Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to:		Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D1: Produce high quality reports that are able to influence key decision-making processes within a business environment.	D1, D2	with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.

8. Indicative content.
<p>Whatever the industry, financial decision making will play a role in business activities and will impact on all stakeholders. Students will understand the financial responsibility of a company and explore how different budgeting and financial management tools work in order to have understanding that can assist them as leaders and managers in the future. Students will review financial statements, end of year reports and how these contribute to understanding the profitability of a company and how they can drive decision making processes. They will see how different types and size of organisation (e.g. for profit, charity, sole trader, PLC etc...) can alter the way financial information is utilised. They will explore reporting structures for public information relating to accounts. As such they will explore the legal requirements of organisation planning and reporting financially and consider the impact of government policy on fixed costs and procurement. Students will consider what budget adjustment in a financial year can mean, and how links with other business functions such as overarching strategic vision, marketing and sales can be influenced or steered based on financial information. Students will become familiar with the financial related activities such as profit and loss accounts, balance sheets and concepts of cash flow. They will develop the understanding of how these are utilised in a day to day, monthly and annual operation of business. Use of critical success factors, key performance indicators, gross profit percentage, new customers acquired, turnover growth, debtor and creditor days, return on equity, return on investment, along with concepts in international currently due to an ever-increasing global marketplace that can impact on even small to medium sized enterprises. Concepts of financial forecasting, operational ratios, operational finance, short- and long-term financing, risk analysis and asset management will also be considered as part of preparing the student for the role of a non-financial specialist navigate successfully within a business environment.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Assignment led assessment				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
2000-word essay	50%	6	40%	A, B
1500-word report with an accompanying presentation that demonstrates practical budgetary understanding	50%	12	40%	C, D

10. Teaching staff associated with the module
Name and contact details
Eraj Weinman – eraj.weinman@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Aerts, W. and Walton, P. 2013. Global Financial Accounting and Reporting: Principles and Analysis. 3rd Ed. Cengage Learning EMEA				
Attrill, P., 2017. Financial Management for Decision Makers. 8th Ed. Pearson, Harlow.				
Bamber, M. and Parry, S. 2018. Accounting and Finance for Managers: A Decision-making Approach. 2 nd Ed. Kogan Page Limited, Great Britain.				
Cornwall, J. R., Vang, D. O. and Hartman, J.M. 2012. Entrepreneurial Financial Management: an applied approach. 3rd Ed. ME Sharpe, London.				
Fields, E. 2016. Account for Non-Financial Managers. 3 rd Ed. AMA, New York.				
Haigh, J. 2013. Finance for non-financial Managers. Financial times Guides. Pearson, London.				
Harvard Business Review. 2012. HBR Guide to Finance Basics for Managers. Harvard Business School Publishing Corporation, USA.				
Lev, B., and Gu Feng. 2016. The End of Accounting and the Path Forward for Investors and Managers. John Wiley & Sons Inc, New Jersey.				
Martinez Abascal, E. 2012. Finance for Managers (UK Higher Education Business Finance). McGraw Hill, Berkshire.				
Warner, S., and Hussain, S. 2017. The Finance Book: Understand the numbers even if you're not a financial professional. Pearson, London.				
Weetman, P., 2013. Financial and Management Accounting: An Introduction. 6 th Ed. Pearson, Harlow.				

12. Other indicative text (e.g. websites)
European Financial Management Journal, via Wiley Online Library.

International Journal of Financial Management and Accounting via Wiley Online Library.

Journal of Multinational Financial Management via Elsevier

The Financial Times via www.ft.com

Forbes via www.forbes.com

Financial Samurai via www.financialsamurai.com

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. 1. Factual information			
Module title	Innovation and Change Management		
Module tutor	Richard Burley	Level	5
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination 18 Hours Workshops, practical, discussion groups, seminars 164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

As students' progress into the commercial and business sector, concepts of innovation and how a business can add value to its products, services, systems, workflows, methodologies or processes in order to keep pace with market change. This module allows the student to build on the basic concepts of business in order to be able to act as challengers to the norm, to question company set traditions and to seek out where improvements and the addition of value might be possible. Through an understanding of the management of change, students will be prepared with the necessary knowledge and understanding of how to approach the implementation of their innovations, and this can impact, both positively and negatively, on an organisation.

3. Aims of the module

This module will aim to:

Allow students to explore the need for innovation and different approaches that can be taken.

Give students an appreciation of how organisational culture and external conditions can enhance, drive, or hinder innovation.

Understand how change management can be applied to a variety of circumstances to enact change within an organisation.

Give students the opportunity to explore key principles, theories and models of change.

Develop student understanding of communication and relationship management and its impact on innovation and change management.

4. Pre-requisite modules or specified entry requirements

Students should have completed all modules at level 4

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1: Identify opportunities for innovation and evaluate the use of change within organisations.</p>	A1, A2, A3	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p> <p>B1: Critically evaluate how organisational cultures promote innovation.</p>	<p>A2, B1, C1, C2, D1</p>	<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level 4 and evidence from textbooks, peer reviewed journal articles and media outlets. Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1: Analyse the process and application of change management when applied to in practical scenarios.</p>	<p>A2, B1, C1, D1</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>D1: Demonstrate problem solving skills using a variety of models and theories to manage change.</p>	<p>D1, D2</p>	<p>Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.</p>

8. Indicative content.

Innovation is a complex, disorderly and often uncertain topic, that brings a real threat of failure to the forefront of the conversation. However, innovation is necessary for any organisation in order to remain competitive, meet customer demand, or to comply with regulation. Within this module students will study the need for innovation and change in businesses and commercial entities. Some organisations, such as aerospace and pharmaceutical firms, actively strive to innovate by investing in research and development activity, other organisations may innovate on daily basis in order to improve their own operations in an act of efficiency and cost reduction. In order to innovate successfully, there is the requirement to develop a culture that supports and promotes innovation and the consequential changes that are required. Students will review the different conditions required for innovation, barriers and constraints that are associated and the different principle types of innovation; incremental, disruptive, architectural and radical. Alongside this, students will study the consequences, both planned and unintended, that come with the act of innovating.

Using innovation as the central concept, students will research and develop an in depth understanding how organisations are affected by change, and how this must be managed. They will consider that change may have both positive and negative impacts and evaluate how to balance this process. but that the aim is to ensure that this is outweighed by the beneficial impact. Students will investigate different approaches to change management, from lifecycle and

8. Indicative content.

evolutionary theories, to teleological and dialectical theories. They will review core activities related to change management, and how key stakeholders are managed, different ethical approaches, communication methodologies, supporting staff throughout the process, designing interventions and sustaining change. When reviewing change management, students will review factors which force change, including introduction to the concepts of competitive pressure, globalisation, regulatory reform, to organisational culture and motivation. Throughout this module, students will gain problem solving skills and the opportunity to increase their application of critical thinking to complex scenarios and develop key communication skills that will provide a strong basis for their roles in future innovation or change management settings.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Consultancy report and presentation				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
3000-word case consultancy report analysing and evaluating organisational need for innovation and change and how organisational culture can influence its effectiveness.	60%	10	40%	A1, B1
Presentation that outlines a planned changed management process for a given scenario-based example, demonstrating the necessary qualities and skills of communication that are required for the implementation of successful change management. Notional 1000 words, presentation time allowed will be 20 minutes.	40%	13	40%	C1, D1

10. Teaching staff associated with the module
Name and contact details
Richard Burley Richard.burley1@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Cameron, E., and Green, M., 2012. Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change. Kogan Page: London.				
Chesbrough H. W., 2003. Open Innovation: The New Imperative for Creating and Profiting from Technology. Harvard Business School Press: USA.				
De Kare-Silver M.,2014. Digital Insights 2020: How the Digital Technology Revolution Is Changing Business and All Our Lives. Palgrave Macmillan: UK.				
Gaikwad, A., and Kanthe, R. 2019. Innovation Management A Business Development Approach: Innovation a Need of Every Business. Lambert Academic Publishing: Mauritius.				
Hayes, J. 2018. The Theory and Practice of Change Management. 5 th Ed. Palgrave: London.				
Hiatt, J.M. and Creasey, T.J. 2012. Change Management: The People Side of Change. Prosci Learning Centre Publications: USA.				
Holbeche, L., 2018. The Agile Organization: How to Build an Innovative, Sustainable and Resilient Organisation. 2 nd Ed. Kogan Page Limited: Great Britain.				
Johnson, G., Whittington, R., Scholes, K., Angwin, D. and Regner, P. 2017. Exploring Corporate Strategy: Text and Cases. 11 th Ed. Pearson: Harlow.				
Kahneman, D. 2011. Thinking, Fast and Slow. Penguin Books Ltd, London.				
Keeley, L. and Walters, H. 2013. Ten Types of Innovation: The Discipline of Building Breakthroughs. John Wiley & Sons Inc: New Jersey.				
Matthews, C. and Brueggemann, R. 2015. Innovation and Entrepreneurship: A Competency Framework. Routledge, London.				
Ries E. 2011. The Lean Start-up: How Constant Innovation Creates Radically Success Business. Penguin Group: London.				

12. Other indicative text (e.g. websites)

Journal resources:

Journal of Change Management – Taylor & Francis Online

Journal of Open Innovation: Technology, Market and Complexity www.mdpi.com/journal/JOItmC

Websites:

Innovation Portal: www.innovation-portal.info

Prosci [Change Management] www.prosci.com/resources/articles

Online Blogs:

Innovation Excellence – www.innovationexcellence.com

Board of Innovation - www.boardofinnovation.com

Innovation Management – www.innovationmanagement.se

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

--	--	--



Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. 1. Factual information			
Module title	Business Psychology		
Module tutor	Matthew Nightingale	Level	5
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	18 Hours Lectures & Dissemination		
	18 Hours Workshops, practical, discussion groups, seminars		
	164 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

Business Psychology is a module that introduces you to the understanding of how to optimise the effectiveness, health, and wellbeing of both individuals and organisations

This module aims to provide you with a comprehensive introduction to the study of individual's behaviours, thoughts and emotions in business and organisational settings.

3. Aims of the module

To understand basic concepts of human psychology and its link to behaviour

To understand how human psychology and its link to behaviour can be applied to business and management contexts

To develop a detailed understanding of key theories of an applied psychology perspective, and how this can be applied to business and management

To demonstrate key skills in decision making by using knowledge and understanding of psychology to influence activities within business and management contexts

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme.

5. Is the module compensatable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1: Understand basic concepts in psychology that link the brain to behaviour.</p> <p>A2: Understand how principles of psychology can be applied in a business environment, and how this impacts management styles.</p>	A1, B1, C1, C2, D1	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge.</p> <p>Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p>		<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B1: Critically evaluate how psychology influences business and management operations.	B1, D2, D1	4 and evidence from textbooks, peer reviewed journal articles and media outlets. Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: C1: Evaluate theories of psychology when applied to practical business and management contexts.	C1	Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to:	D1, D2	Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D1: Demonstrate key decision-making skills, utilising appropriate evidence as a basis.		investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.

8. Indicative content.
<p>As an applied science, psychology applied to a business context is a useful tool that can assist organisations in effective organisational practice. Being able to draw insights from those with experience of what works at work to enable psychological research to be applied pragmatically in ways that are appropriate to the situation. Being better equipped to understand human behaviour in a business and management context results in better management of human resources, influences recruitment, training and efficiency of operations. It also allows a cross fertilisation of experience: from business into psychology, and of academic knowledge and rigour from psychology into business. A range of theories will be utilised (but not limited to), such as Maslow’s Hierarchy of Needs, Herzberg’s Two Factor Theory, theories of motivation, touching on ethics and morality.</p> <p>This module will give students a brief overview how the history of psychology and demonstrate the influence this has had on industrial psychology and later, organisational behaviours and occupational psychology. Students will investigate where psychology has impacted on the business functions, particularly human resource management, organisational, leadership and learning development. Concepts of employee engagement along with organisational behaviour will be addressed, covering aspects such as performance management, appraisal, developing a culture at work and unpicking how health and well-being are now integrating into business approaches.</p> <p>This module will draw on theory and concepts and apply this to a practical working environment in a range of industrial contexts.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Leaflet and report				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
1500-word leaflet style introduction to business psychology and its importance.	30%	6	40%	A1, A2
2500-word report on the application of psychology to a business and management application, key decision-making process	70%	12	40%	B1, C1, D1

10. Teaching staff associated with the module
Name and contact details
Matthew Nightingale matthew.nightgale@derby-college.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Cantore, S., and Passmore, J. 2012. Top Business Psychology Models: 50 Transforming Ideas for Leaders, Consultants and Coaches. Kogan Page Limited, London.				
Chataway, R., 2020. The Behaviour Business: How to apply behavioural science for business success. Harriman House, Hampshire.				
Edmondson, A.C. 2018. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley, New Jersey.				
Hom, P.W., Allen, D.G. and Griffeth, R.W. 2019. Employee Retention and Turnover: Why Employees Stay or Leave (Applied Psychology Series). Taylor & Francis Ltd, Washington.				
McIntosh, M., Nicholas, H., and Huq, A.H. (eds) 2019. Leadership and Diversity in Psychology: Moving Beyond the Limits (Routledge Studies in Leadership, Work and Organizational Psychology). Routledge, Oxon.				
Rothmann, I., Cooper, C. L., 2015. Work and Organizational Psychology (Topics in Applied Psychology). 2 nd Ed. Routledge, East Sussex.				
West, M. A. 2012. Effective Teamwork: Practical Lessons from Organizational Research (Psychology of Work and Organizations). Blackwell Publishing, Oxford.				

12. Other indicative text (e.g. websites)
Industrial and Organisational Psychology: Perspectives on Science and Practice: https://www.cambridge.org/core/journals/industrial-and-organizational-psychology (open source content)
Journal of Occupational and Organisational Psychology: https://onlinelibrary.wiley.com/journal/20448325 (some open source access)
Psychology for Business: https://www.workwithimpact.co.uk/

Robertsons Cooper <https://www.robertsoncooper.com/blog/>

The Association of Business Psychology: www.theabp.org.uk

The Journal of Business and Psychology: <https://link.springer.com/journal/10869>

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module specification

IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

1. 1. Factual information			
Module title	Project Management: Contemporary Issues		
Module tutor	Richard Burley	Level	5
Module type	Taught	Credit value	40
Mode of delivery	100% face-to-face		
328	36 Hours Lectures & Dissemination 36 Hours Workshops, practical, discussion groups, seminars 328 Hours Independent study, preparation of assignments, wider reading, directed reading as guided in the module guide		

2. Rationale for the module and its links with other modules

As students enter the business and commercial sector, they will need to demonstrate an understanding and knowledge of contemporary issues within modern business environments. Students need to be able to understand project management concepts and how project management can be applied to a range of situations and scenarios. Contemporary issues within business will be reviewed through this module, from the perspective of a project management context. This module encourages a perspective of academic freedom in order to allow students the ability to investigate contemporary issues that are front and centre in the present-day business environment. This module allows a for a longer approach in order to tackle large issues modelled from a project management perspective, builds on organisational issues, strategy and professional development which will be built on from level 4 modules.

3. Aims of the module

This module will aim to:

Examine the fundamental skills, knowledge and understanding required for managing projects within a business context.

Demonstrate knowledge and understanding of contemporary issues, contexts and practices.

Examine and evaluate key benchmarks and procedures within a project management context

Develop skills of research, enquiry and independent learning.

4. Pre-requisite modules or specified entry requirements

Students should have achieved the entry requirements needed to gain access to the programme.

5. Is the module compensatable?

No

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A1: Understand key concepts in project management</p> <p>A2: Identify a contemporary issue in business or management from evidence-based research</p>	A1, A2, B1, C1	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module learners will be expected to:</p>		<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level 4 and evidence from textbooks, peer reviewed journal articles and media outlets.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>B1: Apply and critique the concept of continuous improvement in an operational context.</p> <p>B2: Demonstrate skills in critical analysis, using evidence to inform insight into contemporary issues.</p>	A1, A2, B1, C1, C1	Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1: Apply and evaluate the project life cycle to a given context.</p> <p>C2: Communicate an understanding of key contemporary issues.</p>	A1, A2, B1, C1, D1, D2	Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>D1: Conduct an independent research project</p> <p>D2: Perform a focussed literature search, to identify and evaluate key developments at the frontiers of the field.</p>	<p>A2, B1, D1, D2</p>	<p>Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.</p>

8. Indicative content.
<p>Project management has evolved from a philosophy to be a fundamental principle that impacts all aspects of a company. Skills and knowledge of project management are key for middle and upper managers and understanding of how it can impact on a business is critical.</p> <p>This module will define what a project is and the link to business value, review the constraints of what a project is and what resource is required to support the project lifecycle. This module will review the planning, organisation, direction and controlling of company resources. It will investigate the relationship between scope, time, cost, performance, technology, risk, value and quality, where some have flexibility and some do not, dependent on the project aim(s) and requirement(s).</p> <p>The student will investigate the role of a project manager through investigating a range of real-life scenarios, and from these understand the interrelationship between the variety of stakeholders that are present in a variety of project scenarios, and how each influence a project and can be influenced to operate within the constraints of a project. The student will also investigate how project management is now impacted by concepts in globalisation and how even small businesses are affected by global pressures.</p>

8. Indicative content.

This module will review theories of project management, including project lifecycle, theories of change, stakeholder management, communication strategies, review and evaluation approaches, along with project termination and close-down.

This module will be a fundamental module that exposes students to the necessary skills required to run their own research project, utilising the skills of project management and investigating a contemporary issue within a business context. This will prepare them for future study at level 6, and engagement with either a dissertation or consultancy project. Skills in question setting, data collection, planning and scheduling, along with critical thinking, data analysis and report writing will be key to this module.

Links will be made to other business processes where skills, knowledge and understanding of project management can be applied.

This module also provides an opportunity for students to investigate contemporary issues within the business context that have been present within the last 3 to 4 years. This can be driven by the student as a co-creator and co-producer and will be agreed at the start of the module. In engaging in this way, students will be guided through the development of skills in critical evaluation, the use of resources to establish fact, and use of evidence to make informed decisions and judgements. Topics anticipated of contemporary issues may be within one of the following categories:

Advancement of technology and the impact on business function

Recent changes in Government Policy

Recent updates to law and legislation

Social responsibility

Sustainability

Evolving management practices

Ethics, and concepts of business morality

Global events such as catastrophes, pandemics and other acts otherwise previously unprecedented

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Assignment based assessment				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Assignment 1: Identification of a key concept in business and management, with a short, evidence based piece of work that establishes its place in the contemporary discussion forum. Notional 1000-word piece that draws from key evidence and can be presented as (but not limited to) an essay, report, presentation, video production, blog post, news article. The method of the assignment should be agreed in the early stages.	30%	4	40%	A2, B2, C2
Assignment 2: Project Plan. Notional 1000-word project plan that outlines the activities, which will be conducted during Assignment 3.	20%	10	40%	A1
Assignment 3: Conduct a small independent project that investigates a key aspect of the contemporary issue. 6000-word research project.	60%	13	40%	A1, B2, C1, D1, D2

10. Teaching staff associated with the module
Name and contact details
Richard Burley Richard.burley1@derby-college.ac.uk

10. Teaching staff associated with the module				
Name and contact details				
11. Key reading list				
Author	Year	Title	Publisher	Location
Anderson, M. A., Anderson, E., and Parker, G. 2013. Operations Management for Dummies. John Wiley and Sons: New Jersey.				
Bell, J. and Waters, D. 2018. Doing your research Project: A guide for First Time Researchers. 7 th Ed. Open University Press: London.				
Davies, M. and Hughes, N. 2014. Doing a successful Research Project: Using Qualitative or Quantitative methods, 2 nd Ed. McMillan International Higher Education: London.				
Dawson, C. 2019. Introduction to Research Methods: A practical guide for anyone undertaking a research project. 5 th Ed. Robinson: Great Britain.				
Hobbs. P. 2009. Project Management. The Penguin Group: London				
Kerzner, H. 2017. Project Management: A Systems Approach to Planning, Scheduling and Controlling. 12 th Ed. John Wiley & Sons: New Jersey.				
McCarthy, R. 2020. Lean Methodology: What you need to know about Lean Six Sigma, Agile Project Management, Scrum and Kanban.				
McGrath, J and Bates, B. 2017. The Little Book of Big Management Theories and how to use them. 2 nd Ed. Pearson Education Ltd: Harlon.				
Newton, R. 2016. Project Management Step by Step: How to Plan and Manage a highly successful project. 2 nd Ed. Pearson: Harlow.				
Pallas, J. 2019. The Perfect Little Project Management Toolkit. JD Pallas Consulting Ltd: Atlanta.				
Pendleton, D. and Furnham, A. 2012. Leadership: All you need to know. Palgrave McMillan: London.				
Project Management Institute. 2017. A guide to Project Management Body of Knowledge (PEMBOK Guide). 6 th Ed. Project Management Institute: USA.				
Reis. G. 2007. Project Management Demystified. 3 rd Ed. Taylor and Francis: London.				

10. Teaching staff associated with the module

Name and contact details

Steward, W. 2020. Deeply Practical Project Management: How to manage projects using the project management (PMI) best practices in the simplest, most deeply practical way. Deeply Practical Project Management Publishing: Canada.

Thomas, G. 2013. How to do your Research Project: A guide for students education and applied social sciences. 2nd Ed. SAGE Publications Ltd: London.

12. Other indicative text (e.g. websites)

Journals:

International Journal of Project Management

Journal of Change Management

Journal of Operations Management

Blogs:

Productivity Land: www.productivityland.com

Girl's Guide to Project Management: www.girlsguidetopm.com

Websites:

Project Management www.projectmanagement.com

ProofHub: www.blog.proofhub.com

Thought Leadership: www.pmi.org/learning/thought-leadership

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree (FD) Business and Management
Teaching Institution	Derby College Group (DCG)
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2019
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	240 credits
UCAS Code	N200
JACS Code	
Programme start date	September 2020
Underpinning QAA subject benchmark(s)	Business and Management (February 2015)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full time, Part time, face-to-face
Duration of the programme for each mode of study	2 years FT 4 years PT
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	Spring 2020

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Holistic student development.

This programme aims to give students a balanced and holistic grounding in the different facets of Business and Management in a supportive and collaborative environment using a wide range of stakeholders. This qualification will aim to develop students' knowledge, practical and theoretical skills while fostering a creative and authentic approach to scholarship and research which enhances the employability attributes needed for engagement with the commercial sector.

As well as prescribed overarching themes and concepts, students will be encouraged to reflect on their activities and their own academic and skills-based performance, developing skills of good academic practitioners throughout the course. This will generate and develop graduates that engage in critical reflection, critical thinking, evaluation and related academic abilities which complement and enhance the skills and attributes that are fundamental for student success in a variety of contexts within the business and management sector. Students will also develop analytical skills throughout the course, taking both a qualitative and quantitative approach to projects, assessments, research and scholarship.

Students will learn about business and management operations and function as well as the overarching principles, norms and protocols in a variety of settings from large companies to sole traders and Small and Medium Sized Enterprises (SMEs). The local D2N2 area (Derbyshire and Nottinghamshire) is a hive of business activity, with large employers (such as Rolls-Royce, JCB and Toyota), small and medium enterprises and sole traders all combining to create a rich business landscape that is constantly growing and evolving.

Employer engagement and industry relevance.

The programme will take advantage of DCG's strong links with local businesses of all different sizes, where students will be expected to engage with employer led (live) projects and consultancy through negotiated work experience and work-related activities. Employers will be supported by the academic staff to co-design and co-deliver the curriculum to ensure that is

relevant, authentic and meets local needs in terms of knowledge, skills and attributes expected by the sector and meets academic requirements.

Industry engagement will play a significant part in assessment design and context with specialist delivery from a range of employers. This will be generated and managed through monthly employer forums, where employers, teachers and students collaborate to review the learning outcomes of the programme and the current and future needs of employers. Employers have been encouraged to feed into the development of this qualification in order to keep it realistic and current. Students on this programme will be expected to independently take advantage of this industry-based infrastructure that is designed to give students realistic and meaningful experience of industry. Any changes to the programme and/or learning outcomes will be flagged for minor modifications with The Open University.

Students will develop skills in business and management, promoting positive behaviours and developing qualities that will enable them to work well within team settings. Students will be encouraged to collaborate with their peers and teachers at every opportunity in order to develop collaborative, managerial, leadership and supervisory skills and traits.

Whilst the programme accommodates the topics and themes outlined within the programme specification, there is a strong emphasis on collaboration with local and national industry. Students will be challenged to reflect on the ethical and governance issues that arise both within the taught elements of the programme and the skills and attributes needed within their interactions with employers and commercial organisations.

Overalls Aims of the programme.

The purpose of this programme is to increase the understanding of organisations, their management, the economy and the business environment, ensure that students are fully prepared for a career or further study at level 6 or post graduate study in business and management, and gain a range of skills and attributes that enable students to become effective global citizens. The overall aims of this programme have been written with due respect given to the Subject Benchmark Statement for 'Business and Management' as articulated by the QAA (QAA, 2019)¹.

The Programme Learning Outcomes are as follows and are classified as one of the following: A (Knowledge and Understanding) B (Cognitive Skills) C (Practical and Professional Skills) D (Key Transferable Skills)

¹ https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5

Level 4 Stage Outcomes:

- Have detailed understanding of organisations, organisational culture and the commercial, management and business environment (A)
- Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions (A)
- Broad understanding of global, national and local business and its influence on the business environment (A)
- Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact (B)
- Critical understanding of planning and decision-making tools within the business and management context. (B)
- Demonstrates skills and competencies that are appropriate to the business and management environment (C)
- Can demonstrate awareness of ethical issues in a business and management context (C)
- Demonstrate key skills synonymous with good academic practice (D)

Level 5 Stage Outcomes:

- Detailed understanding of the interrelationships among and the integration between business and management functions (A)
- Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement (A)
- Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management (B)
- Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management (C)
- The ability to synthesis information with regards to complex business and management contexts. (C)
- Demonstrate key work ready skills for the business and management environment (D)
- Demonstrate skills of reflective and independent researchers (D)

Overall, the programme aims to produce graduates with a foundation degree who are professional managers capable of managing complexity and delivering impact at a strategic or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions. They will be professional individuals who aspire to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management and developing stakeholder relationships.

Teaching and learning.

Learning and teaching across the programme will be closely linked and informed through employer engagement with the expectation that they will co-design and co-deliver teaching, learning and assessment where appropriate. This would be further extended to include problem-based learning and work-based research. Learning and teaching will also take account of the various categories of learning outcome (knowledge and understanding, cognitive skills, practical and professional, and transferable skills) which should be used as a lens to see, and impact learning and teaching throughout the programme.

DCG utilise pillars of responsibility to scaffold and develop learning. Principally, these are:

- **Subject knowledge and Skills.** Underpinned by the subject area that is being studied, subject knowledge and skills is the prime area that teaching is focussed and how learning is scaffolded for students. As the course progresses, knowledge and skills broaden and deepen. Teachers remain current in their own knowledge and skills in order to provide scaffolded learning opportunities and growth in student ideation.
- **Academic Skills.** Core to the application of subject knowledge, academic skills are developed through DCGs in house team of Academic Study Support Coaches. They run a parallel series of workshops, tutorials and one to one sessions with students to develop their own academic abilities, no matter the subject. All students are evaluated at the beginning of the academic year which informs both the individual of their own skills, but also the tutors and coaches so that they can develop targeted and meaningful sessions to best support the students. Having a core grounding in academic skills allows students to effectively tackle increasingly complex concepts within the knowledge and skills.
- **Autonomy and Accountability.** By supporting and encouraging students to take accountability of their own learning, and skills of autonomy, this encourages space to be given for the continued development of knowledge and application, which can be supported and scaffolded by teachers if required, but ultimately allows space for development. Teachers are not afraid to try new or novel methods in their teaching, making the most of both academic and vocational practices.
- **Professionalism and Scholarly Activity.** Students at DCG are encouraged to broaden their own horizons through engagement with the wider industry of both academic practice and industrial settings. This builds on autonomy and accountability, encouraging students to seek out professional opportunities for engagement through wider research projects, attending conferences, or taking advantage of networking opportunities. Teachers model professionalism within their practice in order to inspire students and other colleagues wherever possible.

Lectures, tutorials, seminars and workshops will be used as mechanisms in the delivery of the programme with both face to face and virtual support through the Virtual Learning Environment (VLE) that hosts a variety of resources and promotes engagement outside of the classroom environment. Students will be supported by a parallel programme provided by the Academic Study Support Coaches. When required, teachers will 'lean in' to help support and structure learning where it is required. However, they take every opportunity to 'lean out' and provide space for the students to grow in their own skills and capabilities.

Students will be taught, guided and supported through the programme with regular timetabled teaching sessions with academic study support from designated coaches to enhance the student experience and equip them for the next stage of their studies or employment.

Assessment

An agreed assessment strategy for Open University courses has been adopted at DCG in order to standardise across programmes in different curriculum areas.

Assessment elements based on the following assessment volumes:

- 20 credits = approximately 4000 word (40 credits therefore approximately 8000 words)
- 15-minute presentation = notional 1000 words

General marking and assessment criteria has been developed and is set out in the Grading section of this document on page 19.

Career development.

The programme is designed to produce professional managers in the private, public or third sector and all sizes of organisation. Specific job roles may include: manager, middle manager, head of department, operations manager, business analyst, project manager, consultant, account manager, marketing and communications, event management, product manager, marketing generalist, business development manager, staffing consultant,

Further study

Graduate with a Foundation Degree in Business and Management can consider the following local and national opportunities in order to progress to a level 6 top up programme.

[All entry requirements are correct taken from HEI webpages on 23/03/2020.]

HEI	Distance from DCG	Course	Entry Requirements
University of Derby	2.7 miles	Business Management (Top Up) BA (Hons) International Business (Top Up) BA (Hons) International Business and Finance (Top Up) BA (Hons)	HND or Foundation Degree in relevant subject

Sheffield Hallam University	48 miles	Business Management (1 Year Top Up) BA (Hons) Business and Enterprise Management (1 Year Top Up BA Hons)	Foundation degree, HND or equivalent qualification in business and/or management, with an overall merit profile from year two modules There may be some flexibility in entry requirements provided you have other relevant learning or experience.
		Business and Human Resource Management (1 Year Top Up BA Hons)	A foundation degree, HND or equivalent qualification in business, with an overall merit profile from year two modules. Your qualification should include relevant HRM-related content in year one and year two
		Business and Marketing (1 Year Top Up BA Hons)	A foundation degree, HND or equivalent qualification in business, with an overall merit profile from year two modules. Your qualification should include relevant marketing-related content in year one and year two
Coventry University	50 miles	Accounting and Finance for International Business (Top Up BA Hons)	Merit profile Foundation Degree
Arden University	Online/distance	BA (Hons) Business (Top Up)	HND in Business (or equivalent)

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

Work related learning has been designed throughout the whole programme and is embedded and implied across all modules of the programme. Each module has a clear transferable focus, along with key learning outcomes that relate to employability or transferable skills.

Specifically identified work related modules are:

Work related modules;

1. Self and Professional Development **(40 credits, Level 4)**
2. Project Management: Contemporary Issues **(40 credits, Level 5)**

Both of these modules have been designed with learning outcomes that can be linked explicitly to the employability knowledge, skills and attributes needed within the workplace.

The Self and Professional Development: This module will require the student to reflect on their own and professional developments needs and linked these to employment skills and behaviours as well as skills for higher learning. The assessment underpins professional evaluation through self-analysis and the design of a continuous professional development plan that addresses short, medium- and long-term career goals, with the identification of any skills, behaviours and accreditation required to support this. Students will be required to create their own, live, professional profile and carve out their place in the future workforce as part of the assessment strategy, along with building real and meaningful networks.

Project Management: Contemporary Issues: This module allows students to be challenged both in their knowledge and application of project management skills, but also for their ability to grasp at new and novel concepts that are emerging as part of a fast-paced subject setting. The module will revolve around the application of project management skills to design, create and carry out a small project that will be highly applicable to the current business environment. Links with businesses and employers for the modelling of the issues and the initiation of the research, along with collaboration for the time period of the project will develop key skills required in for work ready graduates. This module uses industry and sector links with employers to collaborate in the provision of authentic and real scenarios, sector requirements and norms and problem-based assessment to provide an authentic experience for the student. The student will act in a supportive consultancy role through the assessment piece that engages with employers and live briefs. This allows the student first-hand experience in gaining meaningful engagement with employers and industry contexts in order to produce an authentic assessment that will have real value to the employer and provide genuine experience to the student.

2.4 List of all exit awards

Those that successfully complete the first year of full-time study can gain a Certificate in Higher Education (Cert HE) equivalent of 120 credits at FHEQ level 4.

Those that successful complete two years full time study can gain a FD Business and Management, equivalent to 240 credits at FHEQ level 5.

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Business	20	None		Yes	Sem 1
Introduction to Strategy	20			Yes	Sem 2
Organisations and Cultures 1	20			Yes	Sem 1
Organisations and Cultures 2	20			Yes	Sem 2
Self and Professional Development	40			No	Sem1&2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Have detailed understanding of organisations, organisational culture and the commercial, management and business environment	Teaching and learning scaffolds from level 3 to 4 in the early part of year as students transition into the Foundation Degree, quickly development strengthening activities that embed skills and promote qualities of a level 4

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
<p>Have a detailed understanding of a variety of processes, procedures and practices for effective management of organisations, along with a detailed understanding of the interrelationships between business and management functions</p> <p>Broad understanding of global, national and local business and its influence on the business environment</p>	<p>student. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Be able to analyse and evaluate internal and external influences of business and management and understand their importance and impact</p> <p>Critical understanding of planning and decision-making tools within the business and management context.</p>	<p>Lectures, workshops, seminars and tutorials will embed knowledge and understanding. Assessments are designed to be topical, relevant, and applicable to live case study scenarios with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments are focussed on the use of evaluation and analysis skills, where students are supported to utilise evidenced based information to make made decisions that are highly applicable to the sector.</p>

3B. Cognitive skills	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Demonstrates skills and competencies that are appropriate to the business and management environment</p> <p>Can demonstrate awareness of ethical issues in a business and management context</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their skills.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Demonstrate key skills synonymous with good academic practice</p>	<p>Transferable and academic skills will be developments through workshops, tutorials, research, assessment and work-based learning. Blended learning and independent study should be adopted where applicable. Additional coaching is</p>

3D. Key/transferable skills

provided via the HE Academic Study Support Coaches who skills scan at the start of each year to assist students with their own reflection regarding academic abilities.

The following transferable skills are embedded in the sessions;

Inter and intrapersonal communication skills

Teamwork

Leadership

Problem solving

Critical thinking

Time management

Initiative

Independent learning,

Innovation

Numeracy

IT skills

Flexibility

[Cert HE]

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Principles of Marketing	20	None		Yes	Sem 1
Business Psychology	20			Yes	Sem 2
Finance for Managers	20			Yes	Sem 1
Innovation and Change	20			Yes	Sem 1
Project Management: Contemporary Issues	40			No	Sem 1&2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>Detailed understanding of the interrelationships among and the integration between business and management functions</p> <p>Demonstrate implementation skills of project management with good knowledge of project lifecycles and business improvement</p>	<p>Teaching and learning scaffolds from level 4 to 5 with subject knowledge and understanding. Teachers utilise their applied skills in business to blend theoretical models with practical understanding to embed knowledge. Teachers use a variety of methods including lectures, workshops, seminars, discussion forums and tutorials to approach teaching and learning. Although scaffolded in the early stages, and space for growth and student ideation at later stages of the year, in preparation for future learning at level 6 that students may progress on to. Assessments are designed to be topical, relevant, and applicable to live case study scenarios, with interaction with employers encouraged wherever is possible. Blended learning and independent study should be adopted where applicable.</p> <p>Assessments through reports, case study analysis, reflective analysis, online assessment.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management.</p>	<p>Teachers challenge students to evaluate, analyse and critique a range of information that includes theoretical frameworks, knowledge gained from level 4 and evidence from textbooks, peer reviewed journal articles and media outlets. Teachers model their behaviours in providing challenging case studies and setting aspirational expectations for their students.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Apply relevant theoretical principles in order to analyse the range of internal and external influential factors that shapes and drives business and management</p> <p>The ability to synthesis information with regards to complex business and management contexts.</p>	<p>Teachers model autonomy and accountability, not being afraid to try new and novel techniques that support students learning and inspire further engagement with both academic and vocational practices in the blend between practical and professional skills. A range of methodologies are utilised, with engagement in external stakeholders through small to medium sized businesses to provide live examples and scenarios that students can apply their skills to. Assessments are based on 'real-life' scenarios that model reality and allow students to apply their learning.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>The ability to synthesis information with regards to complex business and management contexts.</p> <p>Demonstrate skills of reflective and independent researchers</p>	<p>Building on the solid academic skills gained at level 4, teachers during level 5 scaffold students to improve their academic independence and strengthen their reflective and researching abilities. Students are encouraged to investigate scholarship opportunities through collaboration with other colleagues and the wider network within the business community. Skills in critical thinking are deepened through encouragement of improved analytical and evaluative approaches. Students are regularly asked to reflect through their assessments, and demonstrate professional traits. Assessment is through engagement with a variety of submissions that encourage reflective accounts both personally and professionally.</p>

3D. Key/transferable skills	

4. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

where in the structure above a professional/placement year fits in and how it may affect progression

any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

The programme has been devised and designed around meeting industry needs utilising subject benchmarks and employer feedback and meeting prospective student needs in providing a programme that will facilitate a well-rounded learning experience, addressing the wide range of business and management topics that will allow them progress either into industry, or to a level 6 business and or management related top up degree.

Teaching, learning and assessment strategies that are adopted at DCG and embedded within this programme are devised to ensure a realistic and current assessment approach to the programme. In addition to the influences and input from employers, the programme will integrate strands of ethics, employability, globalisation along with self-development and reflection order to develop ethical graduates who are self-aware, reflective and understand the skill, attributes and knowledge to contribute fully within employment or higher levels of study as well as their own communities and the wider economy through social mobility.

Links to, and collaboration with, employers and other stakeholders to ensure and maintain authenticity of delivery and assessment through the co-creation and delivery of key aspect of the programme. Where possible assessments will be devised and set within a real organisational context giving students an insight into a relevant work environment, the opportunity to contextualise theory into practice and develop consultancy and other employability skills and attributes.

5. Support for students and their learning

DCG students enjoy a significant network of support to help ensure that they are successful on their programme of study. HE students will have access to this extensive network, as well as support that is tailored to them as HE students. The network at DCG includes:

Library facilities

HE Academic Study Support Coaches

Careers guidance

Student services

Personal tutor

All students are assigned a personal tutor. Their tutor will be a subject specialist in that student's chosen discipline. Students will have a regular timetabled tutorial with their tutor, which will be time given over to addressing the students' wider employability and life skills, as well as one-to-one time where students will have the opportunity to talk through any pastoral or academic issues that they may be experiencing and potentially referred onto other services within the college.

HE Academic Study Support Coaches

As well as a personal tutor, students will have access to dedicated HE Academic Study Support Coaches. Academic Study Support Coaches provide academic help and guidance through coaching sessions with HE students. They will focus on their core academic skills such as reflective practice, critical thinking, evaluation, academic writing, referencing, communication skills and scholarship. If appropriate they will also offer pastoral support or make referrals if and where required. Students can contact them via various means (email, telephone, VLE) and can speak to them or to arrange a face-to-face appointment that are provided both onsite at DCG and flexibly at offsite locations such as at pre-arranged coffee shops. Students can make use of DCG "Coffee-On-Us-Tutorials" which provides a coffee for the students whilst they meet for a tutorial in a relaxed setting.

Student induction

As part of HE induction, students undertake an academic skills and attributes audit led by the HE Academic Study Support Coaches to capture the cohorts study habits and capabilities in order to analyse needs and inform interventions. The coaches then share this information with subject teachers, which aids their planning for differentiation and support mechanisms within the subject specific lectures, lessons, workshops and seminars. Students are re-audited at the end of the year to measure capabilities and inform on impact.

This model of support has been shown to have been very successful in existing areas of HE provision and was commended as part of institutional and programme validation events for a range of our university level provision.

Student services

There are 9.4 FTE library staff working across all sites who can provide support to level 4, 5, 6 and 7 students. Library staff support students in a range of ways, including a wide range of induction sessions (college IT systems, library services, Library VLE site, library orientation, overview of the DCG Library App, workshops to access specific equipment as requested by the students). The library staff provide basic advice and guidance on good academic practice and will signpost the use of Turnitin and how to best avoid plagiarism. Library staff will signpost students to the HE Academic Coaches for more detailed assistance with academic study skills support. IT equipment includes the use of desktop PC's, laptops (which can be easily booked by students), iPads and support for Bring Your Own Device (BYOD).

HE students have access to designated study space, coffee shops and onsite facilities to assist whilst attending college.

Finally, students are supported through positive reinforcement of academic and scholarly achievement through various award that they can be nominated for throughout the academic year.

Library services

The Library provision at DCG is a developing provision that is evolving with the increasing Higher Education provision. The Library provides study spaces, laptops, print and online material for students to access at all levels of study. There is a total of 300 individual study spaces across the four college sites. On an annual basis, reading lists are reviewed and core and essential texts are bought, either in print or eBook format. Where possible, e-book is favoured to provide 24-hour access for students.

The libraries operate a counter opening service from 08:30 – 16:30 Monday – Friday, with a click and collect service available for students attending in the evening to be able to collect any pre-ordered textbooks. Email, telephone and face to face support is provided throughout the day. The Library team are proactive in ensuring that they remain up to date with the latest developments in both library resource provision and with HE students. They are represented through a number of internal (Academic Quality and Standards Committee, PCMs) and external networks (Partner HEI events, validation events, East Midlands Information and Skills Group, HE in FE Mailing list through JISC).

6. Criteria for admission

65 UCAS Points with appropriate GCSE Maths and English Grade C/Grade 4 (or above) or equivalent qualification, Level 3 BTEC – MMM considered, Access to HE Diploma - 60 credits: 45 at level 3 with a minimum of Distinction: 15 Merit: 24 Pass: 6.

Overseas applicants will have to meet visa requirements, they will need to have completed their secondary school education and have a UKVI IELTS (UK Visas and Immigration International English Language Testing System) with a minimum score of 5.0 overall with no less than 5.5 in all areas (speaking, listening, reading, writing). In order to meet new visa requirements, the IELTS must be the UKVI IELTS taken at a UKVI-approved test centre.

All applicants will be required to attend an interview either in person or virtually. If required, applicants will be asked to produce a written piece of work to ensure that they have sufficient capacity to write in an academic style.

7. Language of study

The programme will be delivered in English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

There are numerous processes in place to monitor and improve standards of HE teaching, learning and assessment.

Expectations of teaching staff

Expectation for qualification – Level 6 Subject specialism plus Level 7 and CertEd/PGCE

CPD requirements on an annual basis

HEA fellowship (or working towards)

Engagement into the Teaching and Learning Enhancement Programme as provided by DCG

Teaching and Learning Enhancement Programme

There is an expectation that all HE teaching staff will engage with the Higher Education Teaching & Learning Enhancement Programme (HETLEP).

Observation of teaching

Lecturers in HE at DCG are subject to the lesson observation process in each academic year. This is a two-day notice observation by a manager and HE specialist. Feedback is then given within 5 working days to the lecturer, with options to assign the lecturer to coaching via HE specialist coaches and re-observed if this is deemed necessary. The college observation policy is under constant review and may change before the commencement of this course. There will be a bespoke HE observation processes to support staff to develop their TLA practice via HE teaching coaches.

Assessment

Where possible, work will be blind marked, although the nature of the course will mean that this is not always possible for practical work. Turnitin is currently adopted at DCG as a method of plagiarism detection, which can be used to assist in decision making regarding assessment outcome.

A DCG appointed, and OU-approved external examiner will work with the College to validate assessments and marking and will adhere to the required policies that govern assessment, feedback and moderation.

There are robust processes for improving the quality of TLA. All students will be asked to contribute to surveys and focus groups throughout the academic year that cover their learning and general experience.

Standard expectations for general assessment and marking criteria for Open University programmes is detailed within the Grading section of this document on page 19.

Student Feedback

Each year group will elect a student representative, who will be full members of Programme Committee Meetings. These meetings which will be held a minimum of twice yearly will contribute to annual monitoring procedures and are reported on as part of the Quality Programme Report and the Quality Improvement Plan process.

National Student Survey (NSS)

Final year undergraduates are encouraged to engage with the NSS. Special briefings for staff and open sessions for students to complete the survey are undertaken with NSS marketing materials being utilised throughout the college.

On Programme Student Survey (HE)

HE on-programme surveys are undertaken at least once a year by all HE students other than those undertaking the NSS. These surveys mirror NSS questions and are used to inform and enhance TLA and the student experience and contribute to TEF submissions and.

HE Listening Sessions

In addition to the above, Listening Sessions with all HE groups are undertaken throughout the year where feedback can be used to contextualise the various surveys undertaken by HE students. These are organised on an ad-hoc basis following periods of surveying of feedback

Programme Committee Meetings (PCMs)

All HE curriculum areas are required to organise and communicate at least two PCM's per academic year which run in collaboration with the student body with a standard agenda including discussions around TLA, general experience and complaints. Any actions from the

PCMs are noted and acted on. Feedback is given either via the following PCM, Listening Sessions, specially convened meetings and via the VLE.

Annual Monitoring Reports (AMR)

AMRs are required to identify any TLA issues including complaints and areas of good practice. These are shared, discussed and signed off by the Higher Education Academic & Quality Standards Committee (HEQSC) before final sign off by HE Academic Board.

External validation

The programme will be subject to external scrutiny from suitably qualified external examiners and will adhere to the requirements for external moderation.

Teaching Excellent Framework (TEF)

Derby College obtained a silver in the TEF in June 2018. Resources, a commitment to social mobility, student support and scholarly activity carried out by staff and students were all highlighted as being evident.

QAA

The last Higher Education (QAA) review in 2015 was successful, with the College receiving several commendations. The QAA review team formed the following judgements about the higher education provision at Derby College.

The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisation meets UK expectations.

The quality of student learning opportunities is *commended*.

The quality of the information about learning opportunities meets UK expectations.

The enhancement of student learning opportunities is *commended*.

10. Changes made to the programme since last (re)validation

N/A

Curriculum Map.

Annexe 1 - Curriculum map:

This table indicates which study units assume responsibility for delivering particular programme learning outcomes.

Module and Programme Learning Outcome Map		Introduction to Business				Organisations and Cultures 1				Organisations and Cultures 2				Introduction to Strategy				Self and Professional Development									
Stage Learning Outcomes		A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	D1	A1	B1	C1	C2	D1	D2				
Level 4	A	Y	Y			Y				Y								Y									
	A					Y	Y	Y						Y													
	A	Y	Y			Y								Y	Y												
	B						Y			Y	Y			Y	Y			Y									
	B													Y		Y	Y										
	C			Y			Y				Y				Y			Y	Y	Y	Y	Y	Y				
	C						Y			Y	Y		Y		Y			Y	Y	Y	Y	Y	Y				
	D				Y				Y				Y				Y		Y	Y	Y	Y	Y				
Module and Programme Learning Outcome Map		Principles of Marketing				Finance for Managers				Project Management: Contemporary Issues				Business Psychology				Innovation and Change Management									
Stage Learning Outcomes		A1	B1	C1	D1	A1	B1	C1	D1	A1	A2	B1	B2	C1	C2	D1	D2	A1	A2	B1	C1	D1	A1	B1	C1	D1	
Level 5	A	Y	Y			Y	Y			Y	Y	Y	Y	Y	Y	Y		Y					Y				
	A									Y	Y	Y	Y	Y	Y	Y	Y						Y	Y	Y		
	B		Y			Y	X			Y	Y					Y		Y	Y	Y			Y	Y	Y		
	C			Y			Y			Y	Y	Y		Y				Y								Y	Y
	C			Y			Y											Y		Y	Y					Y	
	D			Y	Y	Y	X		Y					Y	Y	Y	Y	Y		Y		X	Y	Y	Y	Y	
	D				Y				Y					Y	Y	Y	Y					Y				Y	
	D				Y				Y					Y	Y	Y	Y					Y				Y	

Assessment Map

Please refer to course calendar.

Year 1 – page 9

Year 2 – page 10