



Module Narratives

Management and Business: Year 1 (Level 4)

Module Title: Developing Effective Performance in Academic and Workplace Settings	
Module Code:	PSMB401
Credits:	20
Level:	Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division	
Programmes to which the module contributes: Foundation Degree in Management and Business	
Tutor responsible:	Sarah Green
Entry requirements:	None
Aims: This module offers an introduction to the tools needed for <ul style="list-style-type: none">a) personal and academic development in order to achieve at degree level andb) effective communication skills and collaborative working in the workplace.	
Learning Outcomes	
At the conclusion of this module students should be able to:	
<ol style="list-style-type: none">1. Discuss a range of research articles and opinions from differing sources, including their own, on a selected contemporary and thematic topic within the context of the student's degree subject, through research, evaluation, individual presentations and group discussions of challenging issues;2. Demonstrate an understanding of the process of analysing information from different sources and how to apply critical thinking;3. Communicate results of their study / work accurately and reliably and with structured and coherent arguments4. Demonstrate listening, observation and feedback skills5. Demonstrate skills in group negotiations6. Provide a reflection on aspects of the learning process, facilitating fluidity of writing, applying frameworks and strategies for self-development in these areas	

Indicative Curriculum content:

- Carrying out a literature review
- Using electronic resources effectively
- The status of knowledge, claims and “facts”
- Critical thinking, rationality and logic
- Referencing
- Presenting to an audience
- Group working skills, e.g. listening, observation and feedback skills, parallel thinking using the six thinking hats
- Being reflective and writing reflectively
- Report writing

Learning strategy There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams. The emphasis of this module is on experiential learning and there will be opportunities to apply knowledge and techniques to subject specific structured activities which will be supported by a range of resources both online and within a subject specific module handbook.

Mode of assessment:**Formative**

Workshops will provide an opportunity for students to work initially in small groups using the subject specific material provided and any additional research / personal knowledge or experience to identify the key points of the research, specifically:

1. Identifying the key arguments put forward
2. Assessing the validity and reliability of each piece of research; and
3. Identifying and discussing any conflicting / contradictory points from the research.

At these points learners will be exposed to tutor and peer feedback

Summative**LO1 and LO3.**

Task 1: In groups present the key findings/ arguments of your research (**5 mins, 20%**).

LO4 and LO5

Task 2: In groups, using pre- determined criteria as negotiated by the group, give **constructive feedback on another group's presentation (700 words, 20%)**.

LO6

Task 3: Individually write **two learning journal** entries covering your experiences of tasks 1(presentation) and 2 (working as a group to give constructive feedback), identifying any key learning points and identifying a plan for self-development in these areas (**700 words, 20%**).

LO1, LO2 & LO3:

Task 4: Individually write an **analysis** of the value of the research documents gathered and the conclusions which can be drawn from it. This might include an evaluation of the respective strengths and weaknesses of at least two pieces of research and an explanation of the diversity of thinking on the topic of the research and different perspectives. What is actually included as part of the analysis will vary depending on the actual nature of the topic. (**1400 words, 40%**).

Assessment Criteria:

Task 1 Presentation

Criteria will be negotiated with students within the workshop

Task 2 – Peer assessment

Ability to apply assessment and grading criteria

Ability to provide constructive feedback

Task 3

Ability to reflect and identify an appropriate plan

Task 4

Ability to express views substantiated by evidence

Ability to critically analyse information

Quality of language

Quality of organisation

Indicative Reading:**Core**

Pears, R. and Shields, G. (2016) *Cite Them Right the essential referencing guide*. 10th edn. Basingstoke: Palgrave.

Additional

Buzan, T. (2011) *Buzan's Study Skills: Mind Maps, Memory Techniques, Speed Reading and More!* Harlow: BBC Active.

Cottrell, S. (2017) *Critical Thinking Skills: Developing Effective Analysis and Argument*. 3rd edn. (Palgrave Study Guides). Basingstoke: Palgrave Macmillan.

Cottrell, S. (2013) *The Study Skills Handbook*. 4th edn. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2015) *Skills for Success*. 3rd edn. Basingstoke: Palgrave Macmillan.

De bono, E. (2016) *Six Thinking Hats*. Penguin Books: London.

Smale, B. and Fowlie, J. (2015) *How to Succeed at University: an essential guide to academic skills and personal development*. London: Sage.

Van Brink-Budgen, R. (2010) *Critical Thinking for Students: Learning the Skills of Analysing, Evaluating and Producing Arguments*. 4th edn. Oxford: How To Books Ltd.

Van Emden, J. and Becker, L. (2016) *Presentation Skills for Students*. 3rd edn. Basingstoke: Palgrave Macmillan

Other Resources

PSC AHED moodle.

Module Title: Introduction to Management and Leadership
Module Code: PSMB402
Credits: 20
Level: Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management & Business
Tutor responsible: Dawn Mouland
Entry requirements: None
Aims: The aim of this module is to give learner an understanding of: <ul style="list-style-type: none"> • different organisations, the influence of stakeholders and the relationship between organisations and the local, national and global environment • individual and group behaviour in organisations and to examine current theories and their application in managing behaviour in the workplace
Learning Outcomes: At the conclusion of this module students should be able to: <ol style="list-style-type: none"> 1. Understand the organisational purposes of businesses 2. Understand the relationship between organisational structure and culture 3. Relate major contemporary trends in the political, regulatory economic, social and demographic environments to the operation of organisations and management 4. Begin to understand the context of management within organisational settings 5. Recognise different approaches to management and leadership 6. Understand ways of using motivational theories in organisations 7. Understand mechanisms for developing effective teamwork in organisations
Indicative Curriculum content: <ul style="list-style-type: none"> • Categories of organisation, purposes and stakeholders • Organisational structures and cultures • Impact of the external environment on organisations and management • Development of management thought • Functions of management, managerial roles, managerial authority and approaches to leadership • Motivation theories and their implications for performance improvement • Building and maintaining effective teams
Learning strategy: Lecture-style delivery supported by PowerPoint slides. Discussion on topics covered will make use of student experience scenarios and case studies.
Mode of assessment: Formative: Tutor and peers will provide feedback on scenarios and case studies discussions

Summative:

A folder of work equivalent to **3400 words (100%)** containing:

- A **brief presentation** on student's own organisation – including its structure, purpose, stakeholders, culture and main external influences (**5 mins, 20%**).
- A **written account** of a personal application of management tools/concepts to the student's own area of work (micro level – i.e. job specific) (**1400 words, 40%**).
- A **written account** of an aspect of management theory at the macro-level (i.e. goes beyond the students' immediate job) and examines broader issues within their organisation (**1,400 words, 40%**)

Assessment Criteria:

Students at this level will be expected to:

Demonstrate knowledge and understanding of an organisation, to cover its internal and external environment

Demonstrate knowledge of management tools and theory and make effective links to own work environment

Write clearly using academic conventions

Reassessment Scheme

Students will be required to submit a new portfolio, consisting of three parts as indicated above. However, part 1 must be on a different organisation and parts 2 and 3 must have a new focus or topic.

Indicative Reading:**Core**

Mullins, L. (2016) *Management & Organisational Behaviour*. 11th edn. Harlow: Prentice Hall.

Additional

Boddy, D. (2016) *Management: An Introduction*. 7th edn. Harlow: Pearson Educational Limited.

Combe, C. (2014) *Introduction to Management*. Oxford: Open University Press.

French, R. et al. (2015) *Organizational Behaviour*. 3rd edn. Chichester: John Wiley & Sons.

Huczynski, A.A. and Buchanan, D.A. (2016) *Organizational Behaviour*. 9th edn. Harlow: Pearson Education Limited.

Levi, D. (2014) *Group Dynamics for Teams*. 5th edn. London: Sage Publications Ltd.

Wheelan, S. (2016) *Creating Effective Teams*. 5th edn. London: Sage Publications Ltd.

Module Title: Personal and Professional Development
Module Code: PSMB403
Credits: 20
Level: Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management & Business
Tutor responsible: Erica Levy
Entry requirements: None
Aims: This module aims to help students begin to identify and manage their own development needs, understand their position within their organisation and expectations of their role within it as managers or potential managers. It builds on the practice of self-reflection as introduced in module 401 to include work focussed skills & knowledge and career aims. It also offers an opportunity to consider personal development planning and self-managed learning in the wider context of promoting it to and the benefits it can bring to organisations.
Learning Outcomes: At the conclusion of this module students should be able to: 1. Demonstrate critical evaluation of own skills, knowledge and time management. 2. Identify learning opportunities within their own workplace and beyond. 3. Establish clear learning goals through the development of a personal development plan. 4. Demonstrate active reflection and progress on their own learning needs through the programme as appropriate to level four and five modules. 5. Analyse strategies and methods of personal development and self-managed learning
Indicative Curriculum content: What is personal development planning, self-managed learning & life-long learning? Learning Sets Use of lecturer and online materials to analyse self: <ul style="list-style-type: none"> • Locus of Control • Business Model You. • Kipling's Six Questions • Mind Mapping • Balanced Score Card • Johari Window • Swot Analysis • Smart Objectives • 16 personalities • Mind tools tool kit • 7 Habits of highly effective people • Belbin • Strategies for effective time management

Learning strategy:

There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams. The module is supported by workshops to review draft PDPs and obtain feedback from the module tutor and from peers via learning sets.

Mode of assessment:**Formative:**

The production of draft elements of a Personal Development Plan presented in workshops and group discussions of the possible benefits and disadvantages of self-managed learning will allow feedback from tutor and peers.

Summative:**LO1, LO2, LO3, LO4**

A personal & professional development plan, you may want to draw on the work you completed in 401, however this development plan should cover work and career not just development of academic skills. (**60%, 2,000 words**)

LO5 Essay: “Lifelong learning in personal and professional contexts should be encouraged; analyse the benefits of personal development and self-managed learning to the individual and the organisation”. (**40%, 1,400 words**)

Assessment Criteria:

Students at this level will be expected to:

Task 1

Reflect on their own personal history

Demonstrate understanding of expectations of their position and role within their organisation.

Analyse their current situation and future development needs through engagement with relevant ideas and materials

Propose specific personal goals that will support their development

Write clearly using academic conventions

Task 2

Research and analyse the benefits of personal development and lifelong learning

Develop arguments for different strategies and methods

Write clearly, in a structured manner, using academic referencing and conventions

Reassessment Scheme:**Task 1**

The production of a secondary PDP (**60% 2,000 words**) to include a section of reflection on the development following the initial PDP

Task 2

Write a report analysing how well your organization supports lifelong learning and put forward recommendations as to how they could improve this (**40%, 1,400 words**)

Indicative Reading:**Core****Additional**

Buzan, T. (2010) *Use Your Head. How to unleash the power of your mind.* Harlow: BBC Active.

Bolles, R.N. (2018) *What color is your parachute? 2019. A practical manual for job-hunters and career-changers.* Revised edn. New York: Ten Speed Press.

Clark, T., Osterwalder, A. and Pigneur, Y. (2012) *Business Model You.* 3rd edn. New Jersey: John Wiley & Sons.

Cottrell, S. (2015) *Skills for Success: the personal development planning handbook.* Basingstoke: Palgrave McMillan.

Covey, S.R. (2005) *7 Habits of Highly Effective People.* Bath: Bath Press.

Galford, M. and Seibold Drapeau, A. (2011) *The Trusted Leader.* New York: Atria Books.

Other Resources

www.ceoexpress.com

<https://www.mindtools.com/>

www.16personalities.com

[www.self managed learning.org](http://www.self-managed-learning.org)

<https://targetjobs.co.uk/careers-advice/career-planning/273051-the-top-10-skills-thatll-get-you-a-job-when-you-graduate>

www.thetrustedleader.com

Module Title: Managing Information Technology
Module Code: PSMB404
Credits: 20
Level: Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management and Business
Tutor responsible: Ian Ralph
Entry requirements: None
<p>Aims: This module is designed to introduce all management students to business information systems and how they are used to support businesses effectively.</p> <p>Students will investigate the impact of information systems on organisations and begin to recognise that their successful implementation is a business issue. As prospective employees and managers of these organisations, regardless of whether they work within an IT department, students are very likely to be involved in discussing, specifying and working with a range of business systems. This module has been designed to provide an introduction to information systems within the business or organizational context. The focus will be on how businesses are using IS to deliver real benefits.</p> <p>Specific aims of the module are to:</p> <ul style="list-style-type: none"> • Enable students to appreciate the role of information systems in organisations and recognise the relationship between them and how they support the management decision-making process. • Explore the interactive relationships between individuals, organisations and wider society that are promoted by IT.
<p>Learning Outcomes: At the conclusion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the basics of data, information and knowledge management 2. Explore how information systems are used to support business processes and management decision making 3. Appreciate the benefits arising from the successful implementation of information systems and the associated issues involving change 4. Recognise the increasing importance of enterprise systems and e-commerce to the efficient operation of both small and large businesses 5. Consider alternative implementation options (e.g. On Premise, Software as a Service, Open Source) and their strengths & weaknesses 6. Examine some of the issues raised as IT impacts on society at large together with the growing importance of security as an issue 7. Discuss current trends in IT and assess their potential impact on organisations

Indicative Curriculum content:

The course will begin with an introduction to information systems and fundamental concepts, ideas and critical components. This will be followed by an introduction to the role, application and management of information systems in supporting business processes. Students will be expected to reflect upon the impact of IT on individuals, organisations and the wider society and become aware of security and ethical issues. Students will be introduced to a wide range of enterprise systems covering, for example, supply chain management, knowledge management and collaborative working. The underpinning infrastructures will also be introduced and how they can support alternative implementation options will be discussed. Students will be introduced to, and encouraged to research further, current/anticipated trends in IT and how they might impact organisations and society. Throughout the module, the management and implementation of IT is discussed in relation to managing change within an organisation.

Learning strategy:

The sessions have been designed as far as possible to promote active learning. Short sessions of content delivery, usually in the form of lecture style delivery, supported using PowerPoint presentations will be interspersed with a range of group workshop activities. Presentation slides will be made available electronically through Moodle. The key messages will be summarised at the end of each session.

A range of self-directed activities will also be assigned with the objective of enhancing knowledge of the subject and providing input to subsequent teaching sessions. Whilst these will not be formally assessed, they will provide students with an opportunity to develop their overall analytical and communication skills.

Mode of assessment:

Formative: Students will be formatively assessed through active involvement in seminar discussion and individual/group tasks during sessions.

Summative:**LO1, LO2, LO3, LO4, LO5, LO6 & LO7:**

The assessment will take the form of a **single case study-based report (3400 words, 100% weighting)**. Part way through the module, students will be presented with a case study related to a given business scenario. They will be expected to produce a report discussing how business information systems could be used effectively within the business. This will include a detailed discussion of specified business processes, the implementation of appropriate enterprise applications (e.g. Customer Relationship Management or Supply Chain Management), the implementation options available (with recommendations) and how change might be managed within the case study organisation. Students will also be expected to discuss current/anticipated trends in IT and how these might impact the case study organisation.

Assessment Criteria:

Students at this level will be expected to:

- Demonstrate knowledge and understanding of Information Systems within the context of the enterprise system to be implemented and the organisation in which it is to be implemented
- Discuss issues relating to the underlying information system infrastructure requirements within the organisation intending to implement the system, including security
- Recognise the change management issues associated with implementing information systems
- Appreciate trends in IT and how they might impact the organisation
- Recognise the wider issues of the impact of the Information Systems on the business and society
- Produce a clearly written and well-structured report

Reassessment Scheme:

Students will be required to undertake the original task focusing on a new business scenario case study (**3400 words, 100% weighting**).

Indicative Reading:**Core****Additional**

- Beynon-Davies, P. (2013) *Business Information Systems*. 2nd edn. Basingstoke: Palgrave McMillan.
- Bocij, P. et al. (2014), *Business Information Systems: Technology, Development & Management for the E-Business*. 5th edn. Harlow: Pearson Education.
- British Computer Society (2008) *A Glossary of Computing Terms*. 12th edn. London: Addison-Wesley.
- Chaffey, D. (2011) *E-Business & E-Commerce Management*. 3rd edn. Harlow: Pearson Education.
- Laudon, K., and Laudon, J. (2015) *Management Information Systems*. 14th edn. London: Prentice Hall.
- Mcnurlin, B. and Sprague, R. (2013) *Information Systems Management in Practice*, 8th edn. London: Prentice-Hall.
- Pearlson, K. and Saunders, C. (2012) *Managing and Using Information Systems; a Strategic Approach*. 5th edn. Chichester: Wiley.
- Rainer et al. (2012) *Introduction to Information Systems; Supporting and Transforming Business*. 5th edn. Chichester: Wiley.
- Turban, E. et al. (2015) *Information Technology for Management: Advancing Sustainable, Profitable Business Growth*. 10th edn. Chichester: Wiley.

Other Resources

www.howstuffworks.com good site for basic information on how computers work

<http://www.cio.com/> general portal site to provide support to computer systems

<http://www.it-director.com/> general portal site to provide support to computer systems managers

<http://www.businesslink.gov.uk/bdotg/action/layer?r.l2=1073866263&r.l1=>

<http://www.businesslink.gov.uk/bdotg/action/layer?r.l2=1073861197&r.s=m&topicId=1074448621> - government site introducing IT for business

http://www.oxfordreference.com/views/SUBJECT_SEARCH.html?subject=s4

search specific computing terms

Module Title: Marketing and Customers
Module Code: PSMB405
Credits: 20
Level: Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management and Business
Tutor responsible: Dawn Mouland
Entry requirements: None
Aims: This module aims to introduce learners to the basic principles of the marketing environment, customer behaviour and customer care, the service marketing mix and marketing promotion. It is designed to be active and student-centred, and will draw upon the experiences of the learners themselves as they reflect upon their own experiences as customers. The module is designed to appeal to learners with no previous marketing experience, as well as those that work for public sector organisations or micro-businesses.
Learning Outcomes At the conclusion of this module students should be able to: <ol style="list-style-type: none"> 1. Analyse the environment in which an organisation of choice is operating and identify its target customer(s) 2. Discuss the organisation's customer care and suggest improvements. 3. Create a basic promotions campaign. 4. Analyse the service market mix of other organisations and suggest recommendations for improvement

Indicative Curriculum content:

What is marketing?
Environmental analysis
Porter's Five Forces
Understanding the customer and the customer relationship
Improving customer service knowledge, ability and skills
Segmenting, targeting and positioning
Service marketing mix
Promotional tools
Promotional campaigns

Learning strategy There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams. Learners will utilise marketing tools for audit and analysis such as SWOT, Gap and PEST Analyses. Workshops will implement learning approaches such as brainstorming and case study activities, all of which will be interspersed by tutor briefings and student feedback. Workshops will be active and will take advantage of the learners' previous experiences as customers, to help their organisation or department to become more market oriented. The activities will be supported by a range of resources online.

Mode of assessment:**Formative**

Workshops will provide an opportunity for students to apply their skills and develop their own informed appreciation of the central role of marketing and customers to their organisation or department. At these points learners will be exposed to tutor and peer feedback

Summative**LO1, LO2 & LO3:**

For their chosen organisation/ department, **a report** containing:

- An analysis of the environment in which the organisation is operating to include identification of its value proposition(s) and key competitors
- Identification of the customer(s) it serves and the key channels of communication and delivery.
- A discussion of customer care and recommendations for improvements
- A promotions idea for the organisation/department/product/service based on a brainstorm session

(2400 word, 70%).

LO4

A **short report** style document containing:

An analysis, based on personal experience, of the service marketing mix (product, place, price, promotion, process, people and physical evidence) of selected organisations and suggestions for improvement. **(1000 words, 30%).**

Assessment Criteria:

Students at this level will be expected to:

Use appropriate tools to analyse the market environment in which their organisation operates. Identify their organisation's customers and how the organisation interacts with them.

Demonstrate their knowledge of customer care and use theory and good practice to propose recommendations for their own organisation.

Present a coherent and considered analysis of:

- a. examples of service marketing mix to determine useful lessons for their own organisation
- b. promotion ideas to determine the most appropriate for their own organisation

Write clearly and concisely in a well-structured document using appropriate academic conventions

Reassessment Scheme:

LO1 to LO3 Students will be required to undertake the original task focusing on a new business scenario case study **(2400 words, 70% weighting).**

LO4 Students will be required to undertake the original task focusing on different organisations **(1000 words, 30%).**

Indicative Reading:**Core**

Brassington, F. and Pettitt, S. (2012) *Essentials of Marketing*. 4th edn. New York: Pearson.

Additional

Buttle, F. and Maklan, S. (2015) *Customer Relationship Management: Concepts and Technologies*. 3rd edn. London: Routledge.

Dibb, S. et al. (2016) *Marketing: concepts and strategies*. 7th edn. Andover: Cengage Learning.

Kotler, P. et al. (2016) *Principles of marketing*. 7th edn. London: Pitman Publishing.

Wilson, A., Zeithaml, V.A., Bitner, M.J. and Grempler, D.D., (2016) *Services Marketing: Integrating Customer Focus across the Firm*. 3rd edn. New York: McGraw Hill.

Other Resources

Business Source Elite (for company profiles and publications, available via Moodle).

Marketing Week (UK) - Centaur Communications, London (available from Business Source Elite)

Marketing (UK) - Haymarket Business Publications Ltd, London (available from Business Source Elite)

Marketing Magazine (USA) – Rogers Media, Toronto (available from Business Source Elite)

Marketing Management (USA) – American Marketing Association, Chicago (available from Business Source Elite)

Module Title: Introduction to Business Law
Module Code: PSMB406
Credits: 20
Level: Four
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management and Business
Tutor responsible: Peter Emerton
Entry requirements: None
Aims: The aim of this module is to introduce students to three key legal themes that are relevant to managers in the work place. The module focuses on an introduction to contract law, tort and employment law. It is not intended to make students expert in the subject, but to provide them with sufficient understanding in order to recognise its existence and effects within administrative and commercial activities, and know when to seek appropriate professional assistance.
Learning Outcomes: At the conclusion of this module students should be able to: <ol style="list-style-type: none"> 1. Identify the basic role of law within commerce and administrative activities 2. Identify situations where a binding contract is formed or a tortious liability, and 3. Describe the basic elements of a contract and a tort of negligence 4. Identify a range of key areas of employment law that are relevant to a manager in the work place 5. Apply their basic knowledge of contract law, tort and employment law to a range of work-based scenarios through a group presentation and an individual written report.
Indicative Curriculum content: <ul style="list-style-type: none"> • Contract Law: formation, procurement, terms, breach, misrepresentation, exclusion clauses, damages • Tort Law of negligence: duty, breach, loss, causation, special duty situations, damages • Employment Law: employment contracts, duties of employers and employees, health & safety issues, employment protection rights and claims
Learning strategy: Lecture-style delivery supported by PowerPoint slides, online quizzes and class discussion of points raised on topics in relation to particular cases and case studies.
Mode of assessment: Formative: This will consist of students receiving tutor feedback in response to both individual and group tasks undertaken.

Summative:**Task 1**

Students will be required to give an **individual presentation (10 minutes maximum, 30% weighting)** including visual aids, in relation to a scenario based around one of the three key themes of the module. The presentation will be followed by questions which the group or individual will need to respond to accurately.

Task 2

An **individual written assignment (2700 words, 70% weighting)** based around three scenarios that will enable students to demonstrate understanding in relation to the areas of the module not assessed within the presentation.

Assessment Criteria:

Students at this level will be expected to:

Task 1

Demonstrate knowledge of basic legal concepts

Apply legal concepts to work based situations

Communicate effectively and concisely through spoken word using visual aids

Task 2

Demonstrate knowledge of basic legal concepts

Apply legal concepts to work based situations

Communicate effectively and concisely using appropriate academic conventions

Reassessment Scheme

2.5-hour examination in relation to three scenarios, one based around Contract Law & Consumer Law including procurement, one based around Tort Law, and the third around Employment Law. **(3400 words).**

Indicative Reading:**Core**

Adams, A. (2018) *Law for Business Students*. 10th edn. Harlow: Pearson.

Additional

Brennan, C. (2017) *Tort law: concentrate*. 4th edn. Oxford: OUP

Chen-Wishart, M. (2018) *Contract Law*. 6th edn. Oxford: OUP.

Horsey, K. and Rackley, E. (2017) *Tort Law*. 5th edn. Oxford: OUP.

Macintyre, M. (2018), *Business Law*. 9th edn. Harlow: Pearson.

Poole, J. et al. (2017) *Contract law: concentrate*. 3rd edn. Oxford: OUP

Other Resources**Journals:**

A Level Law Review. Six issues a year. London: Phillip Allan Magazines.

Management and Business: Year 2 (Level 5)

Module Title: Service & Operations Management
Module Code: PSMB501
Credits: 20
Level: Five
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management and Business
Tutor responsible: Ian Ralph
Entry requirements: Completion of level 4 FDMB or equivalent
Aims: Operations and Service Management is concerned with managing processes and how organisations create value in the production of goods and services. This area of study is applicable in both manufacturing and service sectors, from small micro-businesses, professionals, to financial service organisations, healthcare and utilities. The module studies the function of the Chief Operations Officer (COO) and how this leads to competitive success through improving processes involved in delivering products and serves to serve customer needs whilst reducing costs through improvements and increased efficiencies. The aim of this module is to enable students to appreciate how organisations effectively manage facilities, assets and resources for the efficient delivery of consistent quality goods and services.
Learning Outcomes At the conclusion of this module students should be able to: <ol style="list-style-type: none">1. Analyse the extent of the operation manager's role in serving customers and clients in balance with the cost to serve.2. Describe the key processes for an operating model for an organisation and evaluate the influence of good governance, corporate responsibility and compliance of external regulation through controls and the application of risk management.3. Demonstrate the importance of the needs of customers/clients in the design, delivery and quality management of products and services.4. Analyse and evaluate a set of contemporary operational management techniques in Operations and Service Management

Indicative Curriculum content

- Introduction to Operations Management across a variety of organisation types, sectors and sizes
- The role of the Chief Operating Officer (COO) within large organisations and Operational Managers within Small and Medium Enterprises (SMEs).
- How the management of “Task” complements the management of: individuals and teams in the context of management as a whole.
- The role of business process management (BPM) in designing processes, its principles and components.
- The design of products and services and the setting of SLAs and KPIs within a customer facing environment.
- Contemporary operations techniques including: process mapping/analysis SLA/KPI definition and approaches to quality control and assurance.
- Continuous improvement (Kaizen) techniques and contemporary methods (Lean, Six Sigma and TQM).
- Job design and capacity planning.
- Measuring the effectiveness and efficiency of operations in the eyes of the customer.
- How operational activities are constrained by external regulation, corporate ethics and governance.
- Understand the concept of operational risk and its mitigation.
- How services and physical products are combined in the concept of servitisation.

Learning strategy

There will be a series of mixed content lessons each delivered over three hours involving short lectures interspersed with group practical exercises to embed understanding of key concepts and skills.

The emphasis of this module is on experiential learning and there will be opportunities to apply knowledge and techniques to subject specific structured activities which will be supported by a range of resources in class, on-line and within a recommended reading list.

Mode of assessment:**Formative:**

During lessons various exercises, peer and group work, will be provided to ensure the skills required to achieve the learning objectives are clearly understood, both from a conceptual and practical perspective.

Summative:**LO1, LO2, LO3, LO4****Essay:**

With reference to literature, critically evaluate the role of operations and the management of processes within a chosen organisation in serving customers or clients within the constraints of: regulation and good corporate governance (**4700 words, 100%**).

Assessment Criteria:

Students at this level will be expected to:

- Demonstrate evidence of research and the use of literature in supporting arguments and analysis.
- Write in a succinct and communicative style, using a clear, logical structure.
- Clearly demonstrate conflicting forces of the drivers and constraints placed on managers responsible for managing an organisation's operations.
- Demonstrate and analyse a range of operational and service management tools within the chosen organisation.
- Demonstrate a clear understanding of service and/or operations management in serving customers and clients as part of the overall organisation's purpose.

Reassessment Scheme

Students will undertake a repeat of the primary assessment task on a new company or organisation (**4700 words, 100%**).

Indicative Reading:**Core**

Johnston, R., Clark, G. and Shulver, M. (2012) *Service Operations Management: Improving Service Delivery*. Harlow: Pearson Education.

Slack, N., Brandon Jones, A. and Johnston, R. (2016) *Operations Management*. 8th edn. Harlow: Pearson Education.

Additional

Gummel, P., Van Looy, B. and Van Dierdonck, R. (eds.) (2013) *Service Management An Integrated Approach*. 3rd edn. Harlow: Pearson Education.

Heizer, J. and Render, B. (2016) *Operations Management*. 12th edn. London: Pearson.

Hill, A. and Hill, T. (2017) *Essential Operations Management*. Basingstoke: Palgrave Macmillan.

Krajewski, L. et al. (2018) *Operations Management; Processes and Supply Chains*. 12th edn. London: Pearson.

Rowbotham, F., Galloway, L. and Azhashemi, M. (2007). *Operations Management in Context*. 2nd edn. Oxford: Butterworth Heinemann.

Module Title: Project Management
Module Code: PSMB502
Credits: 20
Level: Five
Academic Department or collaborative partner: Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes: Foundation Degree in Management and Business
Tutor responsible: Russ Bunnage
Entry requirements: Completion of level 4 FDMB or equivalent
Aims: This module aims to equip students with the tools and skills necessary to manage projects effectively by demonstrating the importance of following a prescribed project management methodology. To introduce the concepts of project management in a practical way including: effective scoping, planning, resource allocation, risk and issue management, project monitoring, reporting and review. Provide the basis for business case development and subsequent budget management
Learning Outcomes: At the conclusion of this module, students should be able to: <ol style="list-style-type: none"> 1. Plan and manage small projects through the application of an approved methodology (e.g. PRINCE2) and a suitable project planning tool 2. Have a critical understanding of the importance of project initiation and the development of a Project Initiation Document (PID) 3. Identify why projects (change programmes) fail and understand what factors increase the chances of success 4. Analyse and evaluate the characteristics of effective project managers 5. Effectively apply given techniques for managing change; people, processes and technology
Indicative Curriculum content: <ul style="list-style-type: none"> • The principles of project management • Project management tools and techniques • PRINCE2 (or specified other) methodology overview • Comparison of PRINCE2 (or specified other) with other project management methodologies • Project initiation and control • PID, governance and business cases • Management of Change, Risk, Quality, Progress • Computer based project management tools

Learning strategy:

Workshops will be delivered interactively. Techniques and tools will be introduced by the lecturer and supplemented by a range of activities and case studies designed to give students the opportunity to reinforce their learning. In the latter, workshops students will build a project plan using an appropriate project management tool.

The workshops will be supported using a range of materials including PowerPoint presentations available in hard copy and electronically from Moodle that will also contain supplementary information.

During the first workshop, the students will be encouraged to identify an appropriate work-based project to develop their own skills in project management. This will form the basis of their assessment.

Mode of assessment:

Formative: All students will be required to contribute to the module through inter-session tasks. Each workshop will include sessions when students will work on focused tasks for that week which will necessitate co-operation and collaboration. The module tutor will also review progress on the students' ongoing projects as they develop.

Summative:

Students will be encouraged to identify an appropriate work-based project to develop their own skills in project management. Should this be impractical, then they may identify a personal project. The project will have to be agreed with the tutor in advance. They will be expected to manage this to an appropriate conclusion and record and reflect on the process for their assignment. This will be split into two parts:

Task 1 (1,900 words, 40%)**LO1, LO2:**

Students will be expected to prepare a **Project Initiation Document** (PID) for their project according to the specified methodology. Their understanding of their project will be assessed by the written PID and a 5-minute Question & Answer session with their tutor(s).

Task 2 (2800 words, 60%)**LO1, LO3, LO4, LO5:**

Using the PID presented in Part 1, students will be expected to prepare a **report** that relates their experience of managing the project defined. The report is expected to cover as a minimum:

- An analysis of how the project developed in terms of the progression of the project plan, the risk register and the quality plan.
- An analysis of the issues and successes of the project in relation to theoretical ideas discussed during workshops.
- A self-evaluation, reflecting upon their own learning and evaluating the techniques used for the management of the project.

Assessment Criteria:

Students at this level will be expected to:

Task 1 PID Question and answer:

Clearly articulate the PID, the project requirements and plans

Identify appropriate project controls in place

Demonstrate effective communication of PID content during Q&A session

Task 2 Report:

Demonstrate evidence of good project management

Reflect upon own learning

Evaluate techniques for management of project, relating theory to practice

Maintain quality project documentation

Demonstrate clarity, conciseness and coherence of discussion using appropriate textual references

Reassessment Scheme

Students will undertake the original tasks but focusing on a new work-based scenario. (**PID Q& A 40%, Report 2800 words, 60%**).

Indicative Reading:**Core**

OGC (2009) *Managing Successful Projects with PRINCE2*. 2009 edn. London: The Stationery Office.

Additional

Bentley, C. (2009) *Prince2: A Practical Handbook*. 3rd edn. Oxford: Butterworth Heinemann.

Billingham, V. (2012) *Project Management: How to plan and deliver a successful project*. Abergele: Studymates Ltd.

Haynes, M.G. (2012) *Project Management: Get from the Idea to Implementation Successfully*. 4th edn. London: Kogan Page.

Meredith, J. et al. (2014) *Project Management In Practice*. 6th edn. Chichester: Wiley.

Project Management Institute (2013) *A Guide to the Project Management Body of Knowledge*. 5th edn. Pennsylvania: PMI.

Module Title:	Managing Financial Resources
Module Code:	PSMB503
Credits:	20
Level:	Five
Academic Department or collaborative partner:	Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes:	Foundation Degree in Management and Business
Tutor responsible:	Dawn Moulard
Entry requirements:	Completion of level 4 FDMB or equivalent.
Aims:	The aims of this module are to develop students' understanding of a range of management accounting techniques and how these can be applied to support decision-making. Through the course of the module students will be required to solve problems that require them to demonstrate thoughtful and effective reasoning in proposing solutions or responses to a given set of circumstances. The approach to learning adopted within the module also aims to enhance students' financial modelling skills.
Learning Outcomes	
At the conclusion of this module students should be able to:	
<ol style="list-style-type: none"> 1. Analyse and interpret financial information. 2. Critically evaluate the role of non-financial performance indicators. 3. Produce effective answers to decision-making scenario tasks through demonstrating thoughtful evaluation of the problem, and application of appropriate techniques. 4. Demonstrate a detailed knowledge and conceptual understanding of the budgeting process through the application of appropriate budgeting methods and the critical analysis of results 5. Evaluate different capital investment opportunities 6. Confidently communicate information, ideas, problems and solutions regarding the financial situation of an organisation 	
Indicative Curriculum content:	
<p>The functions and differences between financial and management accounting.</p> <p>Identification of the regulatory framework</p> <p>Classification, measurement and accounting for costs</p> <p>Full, marginal, and absorption costing techniques and comparisons between approaches.</p> <p>Cost-volume-profit (C-V-P) analysis</p> <p>Ratio analysis and non-financial performance measures</p> <p>Management of working capital</p> <p>The budgeting process and application of these methods and techniques (including planning, communication, co-ordination, motivation, authorisation, control and evaluation).</p> <p>Analysis of budget results and production of reports.</p> <p>Capital investment decision making</p>	

Learning strategy There will be a series of short lead lectures followed by workshops. This will provide a framework for students to work on interactive tasks both individually and in small teams. Learning will be primarily scenario led whereby students will be required to develop answers/responses to a range of different problems. This approach will be used to introduce the core concepts that are explored within the module, and will underpin the assessment. The workshops are designed to be participative with an emphasis upon students discussing and working through problems as a means of developing further their knowledge and understanding of the subject area.

Mode of assessment:

Formative

The workshops provide an opportunity for students to apply their skills and develop their knowledge and understanding of the subject area in an environment that allows for formative feedback both from the tutor and also from other students. Additionally, reflection on the inter-workshop directed tasks is another source of feedback.

Summative

LO1, LO2, LO3, LO4 ,LO5, LO6:

Two-2 hour unseen **controlled in-class assessments** will test students' abilities to determine responses to a number of problems/scenarios. **(100%)**.

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Assessment Criteria:

Students at this level will be expected to:

Respond effectively to problems / scenarios through selecting and applying the appropriate accounting skills and techniques developed within the module

Provide clear, well-structured responses

Reassessment Scheme

Students will undertake up to two different 2 hour unseen controlled in-class assessments

Indicative Reading:**Core**

Atrill, P. and Mc Laney, E. (2014) *Accounting and Finance for Non-specialists*. 9th edn. Harlow: Pearson Education.

Additional

Atrill, P. and Mc Laney, E. (2016) *Management Accounting for Decision Makers*. 8th edn. Harlow: FT Prentice Hall.

CIMA (2005) *Management Accounting: Official Terminology*. Wokingham: CIMA Publishing.

Drury, C. (2015) *Management and Cost Accounting*. 9th edn. London: Cengage Learning.

Dyson, J.R. (2010) *Accounting for Non-accounting Students*. 8th edn. Harlow: Pearson Education.

Holmes, G., Sugden, A. and Gee, P. (2008) *Interpreting company reports and accounts*. 10th edn. London: Pearson Education.

Mc Laney, E. and Attril, P. (2012) *Accounting: An Introduction*. 6th edn. London: FT Prentice Hall.

Walker, J. (2009) *CIMA Learning System Fundamentals of Management Accounting*. Wokingham: CIMA Publishing.

(N.B. The length of the indicative reading list detailed is typically shorter than that in the descriptors of many other modules that you will undertake. This reflects the consistency of approach to the areas of study explored within this module across textbooks.)

Other Resources

Financial Management (CIMA)

Accountancy Age

Accountancy

Financial Times

Journal of Accountancy

Module Title:	Research Skills in Management and Business
Module Code:	PSMB504
Credits:	20
Level:	Five
Academic Department or collaborative partner:	Peter Symonds College, Adult & Higher Education Division
Programmes to which the module contributes:	Foundation Degree in Management and Business

Tutor responsible:	Peter Emerton
Entry requirements:	Completion of level 4 FDMB or equivalent

Aims: The module aims to: Equip students with an understanding of the research process whether it be through the workplace or small-scale research projects and to develop an awareness of the ethical dimensions of work-focused/ research led learning. Plan a coherent programme of work-focused/ project-based study which meets the needs of the student, the employer (where appropriate) and the course. Specific issues include: the identification of a sound research question, an appreciation of the philosophical foundation of qualitative and quantitative approaches, reliability, validity triangulation and ethical issues in the study of management and business. Students will also gain an understanding of the foundations of numerical and textual analysis of research data.
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Learning Outcomes On completion of this module the successful student will be able to: 1. Produce a plan for a coherent programme of work-focused study or small project(s), including a learning plan; 2. Select and justify approaches to the identified project and consider any ethical issues arising; 3. Relate the research process, the philosophical underpinnings of qualitative and quantitative approaches to research and the application of these aspects to a business or management topic.

Indicative Curriculum content: <ul style="list-style-type: none"> • How to plan and write a project proposal and project report; • Research philosophy, • Research methodology, • Research methods, • Research ethics, • Carrying out a literature review • Reliability and validity of research methods and data. • Time management

Learning strategy

A series of lead lectures followed by workshops during which students will identify their work-focused/ research led learning goals, negotiate with their employers (where appropriate), then refine and agree these with their tutor. Ethical Sign off from employer (where appropriate) and tutor will be required.

Mode of assessment:**Formative**

Peer evaluation of ethics statements
Submission of draft project proposal

Summative**LO1& LO2:**

An outline **project proposal** to investigate a problem or phenomena with the intention of providing a solution, or improvement; it should include an opportunity to carry out basic analysis of research data using a qualitative and quantitative approach. An ethics statement should also be provided.

A **plan** which identifies areas of learning that the student will undertake to enable them to successfully undertake the project in the future (**2,350 words, 50%**)

This proposal can be further developed and action implemented for PSMB505 assessment

LO3:

An **essay** on philosophical approaches to research as it might be applied in the context of business or management (**2,350 words, 50%**)

Assessment Criteria

Students at this level will be expected to:

Proposal

Produce a plan that is logical with coherent rationale, aims and objectives

Outline underpinning concepts and theories

Identify key stages in the investigation including time and resources required

Identify and explain the methodology to be used

Consider ethical issues

Negotiate agreement with the relevant parties (workplace/ tutor) as appropriate

Learning Plan

Identify areas of learning and produce smart objectives to enable tracking of their achievement

Essay

Explain the different philosophical approaches to research in the context of business or management

Explain how these different perspectives underpin different methods of enquiry

Analyse the benefits and disadvantages of these alternative approaches / methods

Explain the current thinking on research approaches

Write in a clear concise and logical manner using academic conventions

Reassessment Scheme

LO1, LO2 to be repeated (2350 words, 50%).

LO3 Resubmit essay (2350 words, 50%).

Indicative Reading:

Contextual knowledge

The student will be encouraged to find their own reading, or to find out what counts for knowledge in the place of work they find themselves. In other words, what do the people around them read or contribute to as they go about their work, for example:

- In health it might be the [Health Service Journal](#)
- In food retail it might be [The Grocer](#)

In higher education it might be the [Times Higher Education](#)

Core

Saunders, M. and Lewis, P. (2017), *Doing Research in Business and Management: an essential guide to planning your project*. 2nd edn. Harlow: Pearson Education Limited.

OR

Saunders, M., Lewis, P and Thornhill, A. (2016), *Research Methods for Business Students*. 7th edn. Harlow: Pearson Education Limited.

Additional

Bell, J. (2014) *Doing Your Research Project*. 6th edn. Maidenhead: Oxford University Press.

Bryman, A. (2012) *Social Research Methods*. 5th edn. Oxford: Oxford University Press.

Collis, J. and Hussey, R. (2013), *Business research: A practical guide for undergraduate and postgraduate students*. 4th edn. London: Palgrave Macmillan.

Denscombe, M. (2017) *Good research guide: for small-scale social research projects*. 6th edn. Milton Keynes: Open University Press.

Easterby-Smith, M., Thorpe, R., and Jackson, P. (2015) *Management and Business Research*. 5th edn. Los Angeles: Sage.

Fisher, C. (2010) *Researching and Writing a Dissertation for Business Students*. London: FT Prentice Hall.

Horn, R. (2012) *Researching and Writing Dissertations, a complete guide for business and management students*. London: Chartered Institute of Personnel and Development.

Lowe, M. (2007) *Beginning Research: a guide for foundation degree students*. Abingdon: Routledge.

Pears, R. and Shield, G., (2016) *Cite Them Right: The Essential Referencing Guide* (Palgrave Study Guides) 10th edn. Basingstoke: Palgrave Macmillan.

Thomas, G. (2017) *How to do your research project: a guide for students*. 3rd edn. London: Sage.

Van Brink-Budgen, R. (2010) *Critical Thinking for Students: Learning the Skills of Analysing, Evaluating and Producing Arguments*. Oxford: How to Books Ltd.

Module Title:	Work-Focused Learning
Module Code:	PSMB505 (COR55)
Credits:	20
Level:	Five
Academic Department or collaborative partner:	Peter Symonds' College, Adult and Higher Education Division
Programmes to which the module contributes:	Foundation Degree in Management & Business
Tutor responsible:	Erica Levy
Entry requirements:	Completion of level 4 FDMB or equivalent and PSMB504
Aims:	The rationale and aims of this module are detailed by students in a project proposal. It follows that this module will be unique in terms of its aims. The primary aim is to undertake a project which will require implementation of research methods within a management or business context. All students will be required to maintain a learning journal during the course of their project.
Learning outcomes	On completion of this module the successful student will be able to: <ol style="list-style-type: none"> 1. Produce a research question, justification and plan for their project 2. Demonstrate and analyse the potential usefulness of the project and justify approach taken; 3. Produce a project which demonstrates the appropriate use of sources of knowledge and evidence; 4. Evaluate information gathered, identify potential alternatives, evaluation of information used to plan and develop ideas as well as solutions; and 5. Self-appraise and reflect upon practice.
Indicative Curriculum content:	<ul style="list-style-type: none"> • Re-cap of content in MB504 • Statistical methods, presentation of data and analysis of results, • Programme of activities designed to fulfil the project proposal to meet specific objectives agreed between college tutor and student. This module allows students to determine their own learning in agreement with their tutor and work place if appropriate.
Learning strategy:	Students will identify a mainly self-managed project with definable outcomes; this is likely to be the topic identified in PSMB504. Students are expected to organise their studies, and other activity, to reflect the management or business-related subject matter of their degree programme, the goals to be addressed, and their personal learning and work styles. This will involve reading, negotiation, research and practical activities. Sign off from employer (where appropriate) and tutor to include ethical considerations will be required.

Mode of assessment:**Formative**

Submission of draft of project proposal incorporating any improvements following feedback from PSMB504 (or new proposal)

Summative**LO1, LO2, LO3 & LO4:**

A **written report** which applies and utilises appropriate, relevant theory in the context of the chosen focus of the project as well as assessing the value of the project undertaken (**3800 words, 80%**).

LO5: Reflective learning log (900 words, 20%).

Assessment criteria

Students at this level will be expected to:

Report

Demonstrate critical understanding of the issues identified for scrutiny

Demonstrate that critical consideration has been given to a range of approaches and the reasoning behind the final choice of approach is persuasive

Implement the project proposal effectively

Apply relevant theory appropriately to their project

Demonstrate a critical approach in enquiry and a readiness to question existing practice, information and/ or processes

Evaluate, critically assess evidence and draw conclusions in the context of research methodologies and data sources

Learning Log

Reflect and explain how aspects of theory and /or key journals/books contributed to their learning

Critically reflect on the personal lessons learnt in completing the project

Set personal goals based on this learning

Reassessment Scheme

Students will undertake a repeat of the original task

Indicative Reading:**Core**

Saunders, M. and Lewis, P. (2017), *Doing Research in Business and Management: an essential guide to planning your project*. 2nd edn. Harlow: Pearson Education Limited.

OR

Saunders, M., Lewis, P and Thornhill, A. (2016), *Research Methods for Business Students*. 7th edn. Harlow: Pearson Education Limited.

Additional

Bell, J. (2014) *Doing Your Research Project*. 6th edn. Maidenhead: Oxford University Press.

Bryman, A. (2012) *Social Research Methods*. 5th edn. Oxford: Oxford University Press.

Collis, J. and Hussey, R. (2013), *Business research: A practical guide for undergraduate and postgraduate students*. 4th edn. London: Palgrave Macmillan.

Denscombe, M. (2017) *Good research guide: for small-scale social research projects*. 6th edn. Milton Keynes: Open University Press.

Denscombe, M. (2012), *Research Proposals: A Practical Guide*. Maidenhead: Open University Press

Easterby-Smith, M., Thorpe, R., and Jackson, P. (2015) *Management and Business Research*. 5th edn. Los Angeles: Sage.

Fisher, C. (2010) *Researching and Writing a Dissertation for Business Students*. London: FT Prentice Hall.

Horn, R. (2012) *Researching and Writing Dissertations, a complete guide for business and management students*. London: Chartered Institute of Personnel and Development.

McNiff, J. and Whitehead, J. (2009) *You and your action research project*. 3rd edn. Abingdon: Routledge.

Pears, R. and Shield, G., (2016) *Cite Them Right: The Essential Referencing Guide* (Palgrave Study Guides) 10th edn. Basingstoke: Palgrave Macmillan.

Thomas, G. (2017) *How to do your research project: a guide for students*. 3rd edn. London: Sage.

Module Title:	Human Resources Management
Module Code:	PSMB506
Credits:	20
Level:	Five
Academic Department or collaborative partner:	Peter Symonds' College, Adult & Higher Education Division
Programmes to which the module contributes:	Foundation Degree in Management & Business
Tutor responsible:	Erica Levy
Entry requirements:	Completion of level 4 FDMB or equivalent
Aim:	The aim of this module is to give learner an understanding of: <ul style="list-style-type: none"> • the HRM function in the modern organisation and its role of managing people • how to resource the organisation and manage employee performance • how to deal with performance issues and end employee contracts legally and effectively
Learning Outcomes:	At the conclusion of this module students should be able to: <ol style="list-style-type: none"> 1. Define the term HRM and understand its implication for managing people 2. Evaluate the effectiveness of Human Resource Management practices and recommend improvements Outline the range of HR activities and recognise the role of line managers in managing people 3. Apply the legal framework of work and ways to handle poor performance and termination lawfully and effectively
Indicative Curriculum content:	<p>LO1 Explain the purpose and scope of Human Resource Management</p> <ul style="list-style-type: none"> • Define the term HRM and understand its implication for managing people • Review historical evolution of the modern HR function and demonstrate how HRM can make a difference by adding value to an organisation • Outline the range of HR activities and recognise the role of line managers in managing people • Explain the implications for HRM arising from the changing internal and external environment <p>LO2 Evaluate the effectiveness of Human Resource Management practices and recommend improvements</p> <ul style="list-style-type: none"> • Discuss the nature of the recruitment process and explain the role played by its principal components • Justify the use of selection methods and their contribution to organisational effectiveness • Critically analyse the concept of Total Reward and the reasons for its increasing prominence • Select different elements from the total reward package and show how these contribute to employee satisfaction & motivation at work. • Outline key issues involved in handling performance review/appraisal

- Explore the learning context in terms of theories of learning and explain the methods used to deliver L&D (e-learning, coaching, management development, CPD) and how their effectiveness for the individual and organisation can be evaluated
- Recommend improvements to HRM practices in workplace, considering their impact on employee satisfaction and motivation

LO3

Apply the legal framework of work and ways to handle poor performance and termination lawfully and effectively

- Advise how to tackle poor performance using selection and application of appropriate techniques
- Identify the reason for and impact of absence and discuss methods by which this can be minimised
- Outline the law on dismissal in the UK and explain the operation of wrongful, constructive and unfair dismissals

Learning strategy:

Lecture-style delivery supported by PowerPoint slides. Discussion on topics covered will make use of student experience scenarios and case studies.

Mode of assessment:

Formative:

Tutor and peers will provide feedback on scenarios and case studies discussions.

Summative:

A folder of work equivalent to **4700 words (100%)** containing:

Task 1 LO1

Materials for a presentation to your organisation's management board on the current role of HRM and the internal and external challenges it faces

Task 2 LO2

A set of new or improved documents to support the recruitment and selection for a current organisational vacancy.

Task 3 LO2

A report examining the effectiveness of one performance management component in your organisation and providing suggestions for improvement (**max 2,500 words**).

Task 4 LO3

Answers to number of HR queries from line managers in an organisation
(see assessment briefing for more details)

Assessment Criteria:

LO1 Task 1 – Explain the purpose and scope of Human Resource Management

1. Materials show evidence of wider reading on HRM and the current organisational context
2. Material show an understanding of HRM theories and SWOT analysis
3. Key issues that are appropriate to the organisation are identified
4. Language used is appropriate for delivery to Management Board
5. Materials show application of theories to the organisation
6. Materials are logically arranged

LO2 Tasks 2 and 3– Evaluate the effectiveness of Human Resource Management practices and recommend improvements

1. Documents and report show research into current legislation and good practice
2. Documents and report show good knowledge and understanding of current legislation and good practice
3. Documents and report show that key areas of improvement and appropriate legislation and/or good practice identified
4. Report and documents are coherent and well-structured and suitable for intended audience
5. Documents and report solutions proposed show correct application of legislation and/or good practice
6. Report has a clear and logical format
7. Methods used to examine performance management component are sufficiently described and these are consistent with ethical guidance

LO3 Task 4- Apply the legal framework of work and ways to handle poor performance and termination lawfully and effectively

1. Answers show evidence of research into current legislation and good practice
2. Answers show good knowledge and understanding of current legislation and good practice
3. Answers show that key issues identified from queries and appropriate legislation and/or good practice chosen
4. Succinct answers provided that will be understood by line managers
5. Solutions proposed show correct application of legislation and/or good practice
6. Well-structured answers including reference to legislation and /or good practice using correct academic conventions

(see assignment briefing for more details)

Reassessment Scheme

Students will undertake a repeat of the original task.

Indicative Reading:

Core

Mullins, L. (2016) *Management & Organisational Behaviour*. 11th edn. Harlow: Prentice Hall.

Additional

Armstrong, M. and Taylor, S. (2017) *Armstrong's Handbook of HR Management Practice*. 14th edn, London: Kogan Page.

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

Foot, M., Hook, C. and Jenkins, A. (2015) *Introducing Human Resource Management*. 7th edn. Harlow: Pearson Education Limited.

Marchington, M. et al. (2016) *Human Resource Management at Work*. 6th edn. London: McGraw Hill Education.

Taylor, S. (2014) *Resourcing and Talent Management*. 6th edn. London: CIPD.

Torrington, D. et al. (2014) *Human Resource Management*. 9th edn. Harlow: Pearson Education Limited.

Websites

ACAS – www.acas.org.uk

Chartered Institute of Personnel & Development – www.cipd.co.uk

Gov. UK - www.gov.uk

Journals

Human Resource Management Journal

Industrial Relations Journal

Journal of Business Ethics

British Journal of Industrial Relations

New Technology, Work and Employment

People Management

Work and Occupations