



**UNIVERSITY  
CENTRE**  
SOUTH DEVON



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK**

## **2024-25**

### **FdSc Law with Business**

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# 1 Welcome & Introduction to FdSc Law with Business.

## 1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The FdSc Law with Business programme provides a challenging yet rewarding curriculum which explores key theories that underpin the worlds of both law and business. Staff qualified in a range of subject areas (including but not restricted to Criminal Law, Constitutional Law, Tort Law, Business and Organisational Behaviour), collaborate with colleagues and the law and business sectors to represent the diverse range of issues to ensure the programme consistently meets local and national sector requirements. This collaboration ensures thorough embedding of work-related and work-based learning into the programme and supports the application of theory into practice through a variety of work-related elements.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional academic qualifications to 'top-up' to a full undergraduate degree.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor	Lauren Dommett	<a href="mailto:laurendommett@southdevon.ac.uk">laurendommett@southdevon.ac.uk</a>
Higher Education Lead	Lauren Dommett	<a href="mailto:laurendommett@southdevon.ac.uk">laurendommett@southdevon.ac.uk</a>
Programme Coordinator	Andrew Faulkner	<a href="mailto:andrewfaulkner@southdevon.ac.uk">andrewfaulkner@southdevon.ac.uk</a>
Higher Education Coordinator	Sarah Kettle-Buchanan	<a href="mailto:sarahkettle-buchanan@southdevon.ac.uk">sarahkettle-buchanan@southdevon.ac.uk</a>
Curriculum Head	Chantelle Mashiter	<a href="mailto:chantellemashiter@southdevon.ac.uk">chantellemashiter@southdevon.ac.uk</a>

Assistant Principal	Maria Woodger	<a href="mailto:Mariawoodger@southdevon.ac.uk">Mariawoodger@southdevon.ac.uk</a>
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### 1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Lauren is the personal tutor for this programme and is also a module leader. Lauren has worked within higher education for over 11 years and has been lecturing over the last 7 years specialising in business, law and research modules across a range of programmes as part of University Centre South Devon. Lauren also has a breadth of experience of higher education admissions and student engagement, having supported students from application stage through to graduation and alumni. Lauren is passionate about the tutorial commitment, providing an opportunity for a range of support on a weekly basis as a group and on a 1-2-1 level, including academic support, personal and professional.

### 1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

## 1.5 Course Contact List

Details of your module's leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: [Business, Law and Professional - University Centre South Devon \(ucsd.ac.uk\)](http://Business, Law and Professional - University Centre South Devon (ucsd.ac.uk))

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact [university@southdevon.ac.uk](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
Lauren Dommett	<ul style="list-style-type: none"> <li>• Tutorial</li> <li>• Introduction to Legal Research and Practice</li> <li>• Contract Law</li> <li>• Tort Law</li> <li>• Managing Change</li> </ul>	<a href="mailto:laurendommett@southdevon.ac.uk"><u>laurendommett@southdevon.ac.uk</u></a>	
Andrew Faulkner	<ul style="list-style-type: none"> <li>• The Business Environment</li> <li>• Organisational Behaviour</li> <li>• Employment Law</li> </ul>	<a href="mailto:andrewfaulkner@southdevon.ac.uk"><u>andrewfaulkner@southdevon.ac.uk</u></a>	Mon, Tues, Thurs and Fri
Karen Woodbridge	<ul style="list-style-type: none"> <li>• English Legal System</li> <li>• Criminal Law</li> </ul>	<a href="mailto:Karenwoodbridge@southdevon.ac.uk"><u>Karenwoodbridge@southdevon.ac.uk</u></a>	

Antonella Orazzo	<ul style="list-style-type: none"> <li>• Constitutional and European Law</li> </ul>	<a href="mailto:Antonellaorazzo@southdevon.ac.uk">Antonellaorazzo@southdevon.ac.uk</a>	Tues only
Caroline Wilkinson	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>	<a href="mailto:carolinewilkinson@southdevon.ac.uk">carolinewilkinson@southdevon.ac.uk</a>	

## 1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability, and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

### Preparatory activities and reading

- Recommended books/eBooks:
  - Askey, S. and McLeod, I. (2014) *Studying Law*. Macmillan: London.
  - Foster, S. (2019) *Legal Writing Skills: A guide to writing essays and answering problem questions*. Pearson: London.
  - Powell, D. and Teare, E. (2010) *Writing for Law*. Palgrave: London.
  - Sedgley, M. (2020) *Skills for Business and Management*. Macmillan: London.

## 1.7 Curriculum design principles

### Programme Rationale (summary)

- **Context**

The college has a long history of delivery of law and business programmes at Higher Education level and currently delivers several professional (non-recognised) qualifications within the management section as well as provision at level 2 and level 3. The law with business programme has recently been re-approved to be up to date and relevant for recruitment within the sector.

Students will be supported by an experienced, enthusiastic, and dedicated academic team at South Devon College. This network is designed to help law with business degree students find the balance between working life and study and to support them throughout the programme, enabling them to get the very best from the course.

- **Content**

At University Centre South Devon (part of South Devon College), we offer a platform for students to achieve their best here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond. The success and well-being of every student is important to us. When they study with University Centre South Devon, they'll be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

The overarching plan during year one is the development of student's knowledge, skills, and behaviours. This is achieved through exploring key theories that underpin the world of Law and Business. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and start to consider the application. In year two, students will then build on their knowledge base with a focus on their ability to analyse and evaluate the impact of different approaches, and students will benefit from engaging with local business to better establish awareness of real-world application of theory to practice.

## 1.8 Teaching and Learning Strategy

In line with the University of Plymouth Education and Student Experience Strategy, the aim of the two programmes is *'to deliver outstanding education that makes a difference, improving local, national and global communities.'*

Delivery for the FdSc Law with Business will be through a two-year full-time programme or alternatively as a three-year part-time programme. All modules will be delivered by means of lectures or seminars. Delivery of the HNC Law with Business will be through a one-year part-time programme. Again, with all modules being delivered by means of lectures or seminars. Additionally, in line with university ethos, a range of student-centred approaches will be used including workshops, group work, e-learning and self-directed study. Throughout each module there will be opportunity for formative assessment to further encourage and enhance learning. Guided independent study will take the form of self-selected activities from the wide range of resources available on Moodle and MS Teams which will support the development of skills.

This teaching and learning strategy builds on the [UCSD Teaching, Learning and Scholarship Policy](#) and South Devon College Teaching and Learning Framework which is underpinned by five core principles.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to develop skills to reflect on their learning, gather feedback, plan, and apply strategies for their learning to promote motivation and persistence in their studies. To support and develop these abilities and consider student need; live projects, work related, and work based, and related learning and industry visits will be a significant characteristic of the programme. Students will participate in discussions where they will explore and criticise different related concepts and approaches. Students will further improve communication skills through presentations and group working. Independent study, tutorials with staff, self-reflection and feedback on formative and summative work will also enhance intellectual abilities.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers, and the local community, to promote detailed understanding of issues surrounding the Law sectors. Lectures, student-led seminars, research and analytical formative assessments and problem-solving activities will cultivate independent and critical thinkers. Guest speakers, group discussions and debate will aim to further develop and challenge the students' academic knowledge and skills. The programme will require students to apply skills and knowledge at levels 4 and 5 to specific contexts which are either closely aligned to local employment opportunities or relate to national and/or global challenges in the sector. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.



The teaching team engage fully with the institutions teaching and learning framework, this framework includes coaching cycles, and peer observations.

## 1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Name	Qualifications	Current Professional Activity / Achievement	Planned Activity
Andrew Faulkner	MA Human Resource Management PGCE BA (Hons) Business	Associate Member of CIPD SFHEA External Examiner for the School of Leadership and Management - Arden University	'Back to Industry' CPD event
Lauren Dommett	PGCE BSc (Hons) Law with Business	FHEA	'Back to Industry' CPD event Assessor Qualification
Karen Woodbridge	Chartered Legal Executive	Diploma in Teaching and Learning	'Back to Industry' CPD event QTS Assessor Qualification
Antonella Orazzo	LLB Law Bar Professional Training Course	Diploma in Teaching and Learning	'Back to Industry' CPD event QTS
Caroline Wilkinson	PGCE BA (Hons) Business		'Back to Industry' CPD event

## 1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a

reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to...

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College, and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of eBooks and online journals specifically selected for courses related to Leadership and Management.
- The University of Plymouth online library, Primo, which hosts hundreds of thousands of eBooks and online journals.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or eBooks. If you wish to purchase any of the textbooks recommended, you can often get earlier editions of the books cheaper from online shops.

## 1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.

- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task and receive summative developmental feedback and a grade for the task within 20-working-days.

## 1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

## 1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

### HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing [HEstudy@southdevon.ac.uk](mailto:HEstudy@southdevon.ac.uk) sessions can be held face to face or on MS Teams.

### **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

### **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact [HEwellbeing@southdevon.ac.uk](mailto:HEwellbeing@southdevon.ac.uk)

### **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact [HEemploy@southdevon.ac.uk](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

## **1.14 Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

### **Higher-level academic skills**

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

### **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

### **Work-ready**

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial

curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

### **1.15 Preparation for employment and further academic study**

The employability of graduates was a significant driving force in the design of this programme. Modules presented will develop skills in areas that employers have identified as necessary. Strong partnerships with employers will also provide visits and guest lectures to advance the student experience. Work-related learning has been designed to be appropriate to the needs of the student and will help to provide the knowledge and transferable skills needed for further study and ultimately employment. This consideration considers the variety of contexts in which the world of work can be represented, including different types of employers such as small and medium-sized enterprises, and self-employment, all of which contribute to the local and national economy.

The Introduction to Legal Research and Practice module will enable students to develop and hone their enquiring skills before moving on to the proposed Research Project module which will allow for specific work-related research thus enabling students to work with local employers on real-life research projects, enabling them to focus their engagement on a particular area of interest and use to an organisation. Students studying this programme as a full or part-time qualification will ultimately benefit from the links made with employers as they progress through their studies.

## 1.16 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA 3, 4 and 5 PILO 8.4.3	SOUND1548 ALO 1 SOUND1551 ALO 4	Briefing paper	Court visit Guest speaker	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA 1, 2, 3 and 6 PILO 8.2.4, 8.3.3	SOUND1551 ALO 1 and 3	Literature review	Court visit Guest speaker	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 4 and 6 PILO 8.2.1, 8.5.2	SOUND1551 ALO 1 SOUND2519 ALO 4	Report Briefing paper Guidance handbook Infographic	Court visit	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA 4 and 5 PILO 8.5.1	SOUND1551 ALO 4 SOUND2512 ALO 4	Briefing paper Letter of advice	Court visit Guest speaker	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA 3, 4 and 5 PILO 8.4.1	SOUND1551 ALO 2		Court visit	UCSD Employability Support and Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA 2, 3 and 4 PILO 8.5.3	SOUND1549 ALO 1, 2, 3 and 4 SOUND2504 ALO 3	Case Study Infographic	Court visit Guest speaker	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices	PA 1, 2, 3 and 5 PILO 8.4.1 and 8.4.2	SOUND1551 ALO 2	Personal Development Portfolio	Court visit	UCSD HE Study Skills Support Personal Tutor support



Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA 3, 4 and 5 PILO 8.1.2, 8.3.3	SOUND1551 ALO 4 SOUND2519 ALO 5	Briefing paper Case study Letter of advice	Court visit Guest speaker	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA 1, 3, and 4 PILO 8.1.3, 8.2.4			Court visit Guest speaker	Linkedin
<p><b>Further information:</b></p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						Extra employability-related activity will be recorded on the Employability Activity Form.

## 1.17 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	<a href="#">Regulations for both UCSD and UoP can be found here</a>	
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	<a href="#">UCSD</a>	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	<a href="#">Policy for both UCSD and UoP can be found here</a>	Depending on the awarding body
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals	<a href="#">Regulations for both UCSD and UoP can be found here</a>	Depending on the awarding body
Assessment Policy	<a href="#">UCSD</a>	

## 2 Programme Specification

### 2.1 Programme Details

#### **FdSc Law with Business**

**Final award title(s):** FdSc Law with Business

**UCAS code:** **BLAW**

**HECOS code:** **100485** (Law - 65%) / **100078** (Business and Management - 35%)

**Awarding Institution:** University of Plymouth

**Teaching institution:** University Centre South Devon – part of South Devon College

**Accrediting body(ies)** None

### 2.2 Brief Description of the Programme

The FdSc Law with Business programme provides a challenging curriculum which addresses complex, diverse, dynamic issues, theories and concepts within the law sector. The programme has been designed to develop students' broad range of key personal, cognitive, transferable, practical and employment focused skills. Students will have the opportunity to present, analyse, evaluate and interpret data, develop lines of argument and make sound judgements in accordance with legal and business principles. The programme will also enable students to contextualise their learning and apply concepts and principles to enhance and develop their practical employability skills, assisting students in becoming autonomous lifelong learners within the professional world. Students will also benefit from access to expert, knowledgeable staff who regularly collaborate with colleagues representing the diverse range of the sector to ensure the programme consistently meets local and national sector requirements.

## 2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

None

## 2.4 Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available on the extranet:

<https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

## 2.5 Programme Aims

<b>Knowledge and understanding</b>	1. Enable students to develop their knowledge and understanding on the complex, diverse, dynamic issues, theories, and concepts relevant to the legal sector.
<b>Cognitive and intellectual skills</b>	2. Promote the development of key intellectual, cognitive, practical and legal research skills in line with local, national, and global issues.
<b>Key and transferable skills</b>	3. Develop students' broad range of key personal, cognitive/intellectual, transferable, practical and employment focussed skills.
<b>Employment related skills</b>	4. Enable students to contextualise learning and apply underlying concepts and principles to enhance and further develop practical employability skills.
	5. Support and assist students in becoming autonomous lifelong learners within the professional world.
<b>Practical skill</b>	6. Provide students the opportunity to present, analyse, evaluate, and interpret a range of data, to develop lines of argument and make sound judgements in accordance with basic law and business principles.

## 2.6 Programme Intended Learning Outcomes (ILO)

*“On completion of the programme the student will have developed the ability to...”*

<b>8.1 Knowledge and understanding</b>	1. Explain a substantial range of major concepts, values, principles, and rules of the English Legal system.
	2. Demonstrate knowledge and understanding on the issues, theories, and concepts relevant to the law and business sectors with reference to, the interrelationships between organisations, the business environment and society.
	3. Evaluate a range of business theories and discuss their relevance in a range of practical contexts.
<b>8.2 Cognitive and intellectual skills</b>	1. Interpret data gathered through a range of methods in a range of legal and business subjects.
	2. Identify accurately legal issues which require research and make a critical judgment of the merits of a particular argument
	3. Analyse information developing a reasoned argument and challenging assumptions
	4. Apply knowledge to the solution of familiar and unfamiliar problems.
<b>8.3 Key and transferable skills</b>	1. Identify, locate, and retrieve up to date legal information, using appropriate primary and secondary legal and business sources.
	2. Examine a range of legal and business materials which are written in technical and complex language, including textual, numerical, and statistical data.
	3. Demonstrate autonomy and self-management and conduct self-directed research.

<b>8.4 Employment related skills</b>	1. Plan for their own development needs and identify the next steps in their professional development.
	2. Organise and manage learning, enabling self-appraisal and reflecting on industry and/or practice where appropriate.
	3. Demonstrate a range of skills that are relevant to a wide variety of employment options.
<b>8.5 Practical skill</b>	1. Compile information and materials from a variety of different sources.
	2. Present a range of information using verbal and written communication, presentation, numeracy, and ICT skills.
	3. Use appropriate academic conventions and referencing to effectively communicate valid and reliable arguments through written work.

## 2.7 Distinctive Features

At University Centre South Devon, we offer a platform for students to achieve their best here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond. The success and well-being of every student is important to us. When they study with University Centre South Devon, they'll be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

The overarching plan during year one is the development of student's knowledge, skills, and behaviours. This is achieved through exploring key theories that underpin the worlds of Law and Business. Studying with experienced and passionate lecturers, students will begin to bridge theory and practice and start to consider the application. In year two, students will then build on their knowledge base with a focus on their ability to analyse and evaluate the impact of different approaches, and students will benefit from engaging with local business to better establish awareness of real-world application of theory to practice.

Additional features include:

### ***Programme Student focus***

- At University Centre South Devon students can influence both at programme and college level through HE focused groups and meetings. The programme is delivered within a state-of-the-art building which the college has invested heavily within to provide students with dedicated HE facilities, learning support and social networking opportunities. Lectures, seminars, tutorials, practical's, guest speakers and workplace visits will be designed to facilitate students understanding and application. Students will be supported in their studies with a personal tutor programme and access to the Higher Education study support services provided by the University Centre South Devon.
- Formative and summative assessments and feedback will support students to achieve the programme and module outcomes. In accordance with the College Teaching and Learning framework, informal assessment and feedback will also be used within all scheduled teaching and learning activities.
- The programme will require students to firstly demonstrate their understanding at Level 4, before moving to apply skills and knowledge to specific contexts which are either closely aligned to local employment opportunities or relate to national and/or global challenges in the law sector at level 5.
- All the modules are designed to allow the student to develop knowledge, understanding and skill that is focused on their pathway whilst also creating a wider academic community for the students to experience.

### ***Academic team***

- Throughout the programme there is strong emphasis on learning within a supportive environment with access to qualified, experienced staff in a range of subject areas (Law, Business, HR, and Management).
- The academic team consists of both active and recently active practitioners bringing a wide range of specialist experience.
- The wider programme team undertake regular professional development in related sectors and collaborate with colleagues representing a range of the sectors to ensure the programme consistently meets local and national sector requirements.

### ***Employability***

- The programme offers strong industry links that provide opportunities for student projects and knowledgeable guest speakers. The close working relationships that students will develop with employers throughout their professional practice will enhance their transferable and employability skills and that may lead on to employment opportunities. The emphasis on professional skills will be included throughout, and additional opportunities for training and practical learning will be explored.
- Students will be supported at all stages of their studies to connect and engage with local companies and thus remain focused on developing the knowledge, understanding and skill that will support employability.

### ***Visits/Guest Speakers***

- The programme will include a range of opportunities to engage students with 'real world' experiences.
- As part of the Employment Law module, it is planned to include a visit to an employment tribunal, while other visits would include to the High Court and Royal Courts of Justice in London
- These visits would be subject to current guidelines.

- Guest speakers would be an integral part of the programme and would be included across the range of planned curriculum.

### **Specific Law Skill Surgery**

- Students would be provided with additional specific study support. This would take the form of a weekly drop-in surgery whereby a member of the curriculum team would be available to provide legal skills and research support. Whilst the HE Student Hub already offer general study skill support; this has been designed to offer a more bespoke legal study support. Whether it is help searching Lexis Databases, or providing guidance around OSCLA referencing, the surgery will provide an opportunity to drop in and get the support students need.

## **2.8 Progression Route(s)**

Students who successfully complete the Foundation Degree with an aggregate award of 50% or higher will be able to progress to Level 5 at the University of Plymouth on the following programmes:

<b>Foundation Degree</b>	<b>UoP Progression Opportunity</b>
FdSc Law with Business	LLB (Hons) Law

Alternatively, students will be able to progress to Level 6 at University Centre South Devon on the following programmes:

<b>Foundation Degree</b>	<b>UoP Progression Opportunity</b>
FdSc Law with Business	BA (Hons) Leadership & Management (top-up) (UCSD, part of South Devon College)

## **2.9 Admissions Criteria**

All applicants must have GCSE (or equivalent) Maths and English at Grade C (4) or above.

<b>A-level/AS-level</b>	Normal minimum entry requirements are 48 UCAS points. (Must include Maths and English GCSE at grade 4 (C) or above.)
<b>T-Levels</b>	Diploma in a related subject area. 48 UCAS points minimum.



<b>BTEC National Diploma/QCF Extended Diploma</b>	Candidates are interviewed before an offer is made with a minimum of 48 UCAS points. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
<b>Access to Higher Education at level 3</b>	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma with 48 UCAS points. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
<b>Welsh Baccalaureate</b>	24 Points minimum. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
<b>Scottish Qualifications Authority</b>	48 points minimum from Higher Certificate (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)
<b>Irish Leaving Certificate</b>	48 points minimum from Higher Certificate. (Must include Maths and English GCSE (or equivalent) at grade 4 (C) or above.)

<b>Non-standard awards or experiences</b>	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry qualifications will be considered based on relevant work experience and attainment of transferable skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment
<b>APL/APEL</b>	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed in accordance with <a href="#">University of Plymouth Admissions Policy</a> and <a href="#">Recognition of Prior Learning Policy</a>

## 2.10 Programme Structure

### Level 4: FdSc Law with Business - Full Time - 120 Credits

Year	Semester	Module Code	Module	Credits
1	1	SOUD1548	English Legal System	20
1	2	SOUD1549	Constitutional and European Law	20
1	2	SOUD1550	Contract Law	20
1	1	SOUD1551	Introduction To Legal Research and Practice	20
1	1&2	SOUD1558	The Business Environment	20
1	1&2	SOUD1543	Organisational Behaviour	20

### Level 5: FdSc Law with Business - Full Time - 120 Credits

Year	Semester	Module Code	Module	Credits
2	1	SOUD2510	Tort Law	20
2	2	SOUD2511	Employment Law	20
2	2	SOUD2512	Criminal Law	20
2	1&2	SOUD2519	Research Project	40
2	1	SOUD2504	Managing Change	20

**Level 4/5: FdSc Law with Business - Part Time**

<b>Year</b>	<b>Semester</b>	<b>Module Code</b>	<b>Module</b>	<b>Credits</b>
<b>Year 1 - 80 Credits</b>				
1	1	SOUD1548	English Legal System	20
1	2	SOUD1549	Constitutional and European Law	20
1	2	SOUD1550	Contract Law	20
1	1	SOUD1551	Introduction To Legal Research and Practice	20
<b>Year 2 – 80 Credits</b>				
2	1&2	SOUD1558	The Business Environment	20
2	1&2	SOUD1543	<i>Organisational Behaviour</i>	20
2	1	SOUD2510	Tort Law	20
2	2	SOUD2511	Employment Law	20
<b>Year 3 – 80 Credits</b>				
3	2	SOUD2512	Criminal Law	20
3	1	SOUD2504	Managing Change	20
3	1&2	SOUD2519	Research Project	40

## 2.11 Work Based/Related Learning

FHEQ level: 4				
WBL/WRL Activity:	Prog Intended LO	Related Module(s)	Assessed AO	Range of Assessments
Industry Visits	8.2.2, 8.4.1	SOUND1548 SOUND1558 SOUND1543	SOUND1548 ALO 1 SOUND1558 ALO 3 SOUND1543 ALO 4	Case study Briefing paper Report
Guest Speakers	8.4.2, 8.5.1	SOUND1550	SOUND1550 ALO 1	Case study
Professional conferences	8.3.1, 8.4.1	SOUND1549 SOUND1551	SOUND1549 ALO 2 SOUND1551 ALO 4	PDP
Live industry project	8.1.2, 8.2.2, 8.5.2	SOUND1551	SOUND1551 ALO 2	Briefing paper PDP

### [An explanation of this map:](#)

WBL and WRL are very significant to this programme and are embedded throughout. Students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national, and international business and management issues to ensure they have a real-world emphasis and prepare students for employment

FHEQ level: 5				
WBL/WRL Activity:	Prog Intended LO	Related Module(s)	Assessed AO	Range of Assessments

Industry Visits	8.3.3, 8.4.2	SOUND2511 SOUND2512	SOUND2511 ALO 1 SOUND2512 ALO 2	Guidance handbook Letter of advice
Guest Speakers	8.3.2, 8.4.3	SOUND2510 SOUND2504	SOUND2510 ALO 3 SOUND2504 ALO 1	Online open book assessment Problem-based scenario Infographic
Live real-world industry project	8.1.3, 8.2.3, 8.3.3, 8.4.3, 8.5.3	SOUND2512 SOUND2519	SOUND2512 ALO 4 SOUND2519 ALO 1-5	Exam Problem-based question Research proposal Research project dissemination

[An explanation of this map:](#)

WBL and WRL are very significant to this programme and are embedded throughout. Students will work very closely with local employers to develop the skills necessary to succeed in a business management environment. Each module, to some extent, will focus on developing employer-related skills as well as also important transferable skills. Guest speakers and industry visits will be used to enhance modules and enable students to apply their theoretical knowledge to real-life situations as well as gain additional qualifications. Where appropriate, assignments will be linked to local, national, and international business and management issues to ensure they have a real-world emphasis and prepare students for employment



### 3 Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD1548      **MODULE TITLE:** English Legal System  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

Introducing the student to the English Legal System by considering the concept of social justice and examining the way in which disputes can be settled inside and outside of Court, considering the hierarchy structure of the civil and criminal courts, and evaluating how the law is interpreted by the Courts. This module will also provide students with an understanding of the legal and non-legal personnel roles with the English Legal System.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	30%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)	70%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

The aim of this module is to provide the student with the opportunity to develop an understanding of the workings of the English Legal System, including operations and functions of the civil and criminal court system, the appeal systems, and the alternatives to litigation. The student will also develop an insight into the role of the law in society and social justice, the role of the Court when interpreting law and the way case law can operate as a source of law. The student will understand the contribution of both legal and non-legal personnel within the English Legal System, their role, and jurisdictions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Discuss the functions of the civil and criminal courts and the appeals system.	8.1.1, 8.1.2
2. Investigate the alternatives to litigation, evaluating the advantages and disadvantages of the various methods of resolving a dispute, and applying appropriate alternative methods to different case scenarios, providing clear reasoning.	8.2.2
3. Discuss 'Do Judges make law' by evaluating the way in which case law can operate as a source of law, how this interacts with legislation, how the law can be interpreted and how the Doctrine of Judicial Precedent operates.	8.1.1, 8.5.1
4. Describe the contribution both legal and non-legal personnel provide to the English Legal System, their role within in it and their jurisdiction.	8.3.1, 8.4.2
<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

#### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>





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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:** 130

**MODULE LEADER:** Karen Woodbridge

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module is to provide the student with clear knowledge into the workings of the English Legal System by reference to the concept of Social Justice. The module will provide an understanding on the operations and functions of both the civil and criminal court system and the appeal system. Students will consider the alternative methods of dispute resolution and evaluate their effectiveness and availability in comparison to Court proceedings. The student will also develop a critical insight into the role of the Court when interpreting law and the way case law can operate as a source of law, evaluating the question 'Do Judges make law?'. The module ends by providing the student with an understanding of the contribution of both legal and non-legal personnel within the English Legal System, their roles, and jurisdictions.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Online open book assessment	Unseen 24hr exam - ALOs 1, 2 & 4	100%

Coursework	Briefing paper – 1000 words – ALO 3	100%
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**REFERRAL ASSESSMENT**

Element Category	Component Name & associated ALO	Component Weighting
Coursework (in lieu of the original assessment)	Report – 2000 words – ALOs 1, 2, & 4	100%
Coursework	Briefing paper – 1000 words – ALOs 3	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Karen Woodbridge Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** SOUD1549                      **MODULE TITLE:** Constitutional and European Law  
**CREDITS:** 20                                      **FHEQ LEVEL:** 4                                      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None                      **CO-REQUISITES:** None                                      **COMPENSATABLE:** Y

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

This module will focus on exploring the theories, principles and traditions underpinning the constitution of the United Kingdom as well as touching on the key features of the European Union, its legal order, and the legal impacts of Brexit.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)	70%	<b>C1</b> (Coursework)	30%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

This module introduces students to core concepts of UK’s constitutional law, enhancing their understanding of the various context in which it operates and its practical application when it comes to the interaction between the three branches of the state, the operation of devolution within the UK and the significance of the EU relationship, with a particular focus on the protection of human rights.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Define and evaluate the concepts of democracy, separation of powers and parliamentary sovereignty.	8.1.1, 8.1.2
2. Analyse the judicial review procedure and assess its value and significance.	8.2.2

3. Describe and analyse the key features of the European Union, its application domestically and the legal impacts of Brexit.	8.1.2, 8.3.1
4. Explain and assess the ways in which human rights are protected in the UK.	8.2.2, 8.5.1

<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:** 130

**MODULE LEADER:** Antonella Orazzo

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

The module will introduce students to the UK Constitution by looking at its sources and historical development. Students will consider key constitutional concepts such as the Separation of Power, Rule of Law and Parliamentary Sovereignty and their application in practice, particularly considering the powers and functions of the UK Parliament and Government, the role of Courts and the significance of Judicial Review. Students will also be provided with an opportunity to enhance their knowledge on UK Devolution and the EU and assess to what extent these realities pose constitutional challenges for the UK. The module will conclude with an in-depth analysis on the protection of human rights in the UK.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	35	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	20	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Written Exam	Unseen exam with a selection of questions to answer ALOS 1, 2 and 3	100%

Coursework	Essay (2000 words) - ALO 4	100%
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**REFERRAL ASSESSMENT**

Element Category	Component Name & associated ALO	Component Weighting
Coursework (in lieu of the original assessment)	Essay (2000 words) - ALOS 1, 2 and 3	100%
Coursework	Essay (1000 words) - ALO 4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Antonella Orazzo Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> SOUD1550	<b>MODULE TITLE:</b> Contract Law	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECOS CODE:</b> 100485 Law
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y

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

This module will introduce the student to the key legal areas of contract law, considering the fundamental principles as well as cover related aspects of law and practice. Students studying the module, can expect to learn about the foundations of contract, which has real world application, providing the skills necessary for a career in either the law or business sectors.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

This module provides a clear account of the rules of contract law, while also introducing current debates about the nature, scope and functions of the law and discussing wider controversies surrounding the basic doctrines of contractual terms. This module will apply its principles and concepts to real-life situations, analysing problem solving within contract law.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Analyse the principles and concepts of contract law.	8.1.1, 8.4.2
2. Explain and evaluate contract formation, terms, and misrepresentation.	8.1.1, 8.5.1



3. Demonstrate an understanding of the processes when bringing a contractual claim.	8.3.2, 8.4.2
4. Identify and discuss the principles in relation to resolving problems based on contract law.	8.2.2, 8.3.1
<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:**130

**MODULE LEADER:** Lauren Dommett

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

The module will look at elements of contract law, focussing primarily on aspects of the formation of contracts, as well as terms and what solutions are available for when one party does not full fill their contractual obligation. It will focus on offer and acceptance; intention to create legal relations; consideration and the doctrine of promissory estoppel. It will also consider the distinction between representations of terms; the enforceability of clauses and unfair terms; factors that render a contract voidable; agreements; frustration; breach and remedies.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	55	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Tutorials	5	To discuss principles, concepts and values and their application to practical issues. To discuss the operation of the law in the context of practical application.
Guided Independent Study	140	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts/websites, that are related to contract and employment law. Students will also be expected to research and write the summative assessments for the module.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
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Coursework	Case Study – 2000 words – ALOs 1&2	50%
	Report – 2000 words – ALOs 3&4	50%
		100%

#### REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Report –3000 words – ALOs 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lauren Dommett Date: 18/06/2024	<b>Approved by:</b> Andrew Faulkner Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD1551      **MODULE TITLE:** Introduction to Legal Research and Practice  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

The module will prepare a legal foundation for learning at degree level that can be applied throughout their programme and contribute to further study. This module will enable students to demonstrate their qualities and transferable skills which are necessary for employment in the law sector requiring the exercise of responsibility and decision making, including the ability to relate legal professional practice to underlying theory and principles.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

This module aims to prepare a student for understanding the practice of legal research and practice within degree level study and becoming autonomous learners. It aims to cover aspects such as researching, reading and interpreting case law, legislation, academic writing, referencing, transferable skills, and the key elements needed to study within a degree. This module aims to contribute to students' employability development.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Identify, locate, evaluate, and use information for academic study.	8.2.1, 8.3.1
2. Analyse own strengths and weaknesses, and areas requiring further development, as	8.4.1, 8.4.2

part of a continuing Personal Development Plan (PDP).	
3. Explain how relevant theoretical perspectives have informed and enhanced practice, through research related skills.	8.1.2, 8.3.2, 8.5.1
4. Apply knowledge and skills relevant to employability and legal professional settings	8.4.1, 8.5.2

<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Lauren Dommett

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module underpins crucial legal research, academic, study and transferable skills necessary to studying at degree level and enhancing employability. This module explores academic literacy and research conventions within the chosen legal field. Demonstrated through a critical analysis of academic research, and evidence of professional practice; informed reflection; self-evaluation and personal action planning.

The module will cover academic writing skills, research strategies and referencing, in addition to IT competences, analysis, evaluation and synthesis as well as professional, employability skills.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided Independent Study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Personal Development Portfolio – 2000 words – ALOs 1&2	50%
	Literature Review – 2000 words – ALOs 3&4	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Structured Essay – 3000 words – ALO's 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lauren Dommett Date: 18/06/2024	<b>Approved by:</b> Andrew Faulkner Date: 18/06/2024

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** SOUD1558                      **MODULE TITLE:** The Business Environment  
**CREDITS:** 20                                      **FHEQ LEVEL:** 4                                      **HECOS CODE:** 100078  
**PRE-REQUISITES:** None                      **CO-REQUISITES:** None                                      **COMPENSATABLE:** Y

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

This module provides the foundation knowledge relating to the internal and external environment of business operations, and the factors that impact upon them. This will include a consideration of key aspects of financial and strategic techniques and how they are used within the business environment.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

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

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

**MODULE AIMS:**

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Analyse the relationship between market forces and organisational responses	8.2.1, 8.3.1
2. Describe a range of internal and external tools and techniques available to support business decision making.	8.1.2, 8.3.2
3. Describe the links between business decisions, business performance and managing uncertainty.	8.2.1, 8.5.2
4. Analyse the potential stakeholder groups businesses can work with to develop and implement sustainable strategies.	8.3.2, 8.5.1



<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1&2

Notes:

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Andrew Faulkner

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module will begin by exploring the macro and microenvironments. Firstly, looking at the local and national economy, considering the types of economic system, role of the state, and Government policy. Alongside this, consideration will be also given to the external market factors such as market forces, market types, and the organisational responses to market situations. The module also explores the role of strategy by identifying the strategic position, making strategic choices, and planning for strategic change. This will also involve the consideration of finance as a resource and the various sources of finance.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided Independent Study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Report – 2200 words – ALOs 1&2	50%
	Scenario based question – 1800 words – ALOs 3&4	50%
		100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Structured Essay – 3000 words – ALO’s 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew Faulkner Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** SOUD1543      **MODULE TITLE:** Organisational Behaviour  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE:** 100078  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

Organisational Behaviour is concerned with understanding how humans think, act, and react in the workplace. This module introduces students to the study of the behaviour of individuals and groups within an organisational context and explores how that behaviour influences, and is influenced by, the culture and structure of an organisation and how it affects performance.

<b>ELEMENTS OF ASSESSMENT</b> – <a href="#">see Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

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

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

**MODULE AIMS:**

This module aims to consider organisational and employee behaviour from a theoretical perspective, enabling students to understand cultural issues with the organisation. The module will provide students with an understanding of how organisational behaviour affects the performance of the individual, groups, and the organisation.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Describe the multi-level nature of the field of Organisational Behaviour.	8.1.2
2. Identify factors which affect individual and group behaviour and explain the impact these have on organisational performance.	8.2.1, 8.3.2

3. Explain the impact of organisational culture and structure on individual, group, and organisational performance.	8.2.1, 8.4.2
4. Discuss contemporary issues in organisational behaviour.	8.2.2, 8.4.2
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</b>	<b>SEMESTER:</b> Semester 1 & 2

Notes:

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

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

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

**ACADEMIC YEAR:** 2024-25

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Andrew Faulkner

**OTHER MODULE STAFF:** Chantelle Mashiter

### **Summary of Module Content**

The module recognises the increasing importance of the study and analysis of Organisational Behaviour in managing individual, group, and organisational performance in a rapidly changing external business environment. The module will begin by defining and exploring the multi-level nature of Organisational Behaviour, before going on to consider theoretical approaches to individual and group behaviour in the workplace and the impact of this behaviour on the organisation. The reciprocal influence of business culture and organisational structure on individual and group performance will be analysed and contextualised using contemporary case studies.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided independent study	140	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Scenario based exercise – 2000 words – ALOs 1&2	50%
	Report – 2000 words – ALOs 3&4	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report – 3000 words – ALOs 1,2,3&4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Andrew Faulkner Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** SOUD2510      **MODULE TITLE:** Tort Law  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

The law of tort includes a diverse range of areas and situations and can therefore be challenging to define; however, tort law occurs when there is a breach of a general duty. When a tort is committed, a victim can claim damages (money), among other remedies, under civil law as compensation, with the aim to place the victim back to the position they were in before the breach occurred.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)	50%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

This module aims to introduce and evaluate the principles of tort law, through an examination of several selected torts. It will focus on the protection of legal rights, such as reputation, enjoyment of privacy and land, and personal harm. The focus of victims being returned to the position they were prior to a breach occurring will be explored through an evaluation into compensation, including damages.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Demonstrate an in-depth understanding and critical judgement of the theory and purpose of tort law.	8.2.3, 8.3.2, 8.5.3



2. Argue and problem solve scenarios, whilst referring to the principles, statutes, and cases relevant to tort law	8.2.4, 8.4.3
3. Analyse the legal principles that underlie tort law, through analysis and synthesis.	8.1.2, 8.2.3
4. Examine the remedies available in tort and the rights of both claimant and defendant.	8.5.1, 8.5.3
<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2025-26  
**MODULE LEADER:** Lauren Dommett

**NATIONAL COST CENTRE:** 133  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module explores tort, the requirements of fault and the common principles necessary to prove a tort has occurred. It will also look at the rights of the claimants as well as the defendants, evaluating the fairness and balance of interests. Consideration will be given to an argument of the 'reasonable person' and 'opening the floodgates' in addition to the remedies and damages that can be awarded. The content will be underpinned by statutes and relevant case law, whilst students will be expected to undertake additional research to aid the in-class discussions, furthering the necessary knowledge and understanding of tort law.

The torts explored in this module include negligence; employers, occupiers, and vicarious liability; trespass; defamation. The transformations of these torts and the place for them in modern law will be discussed and analysed by using the IRAC method for legal analysis.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	5	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback
Guided Independent Study	155	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
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Online open book assessment	24-hour unseen take home exam ALOs 3 & 4	100%
Coursework	2000-word problem-based scenario (essay) ALOs 1 & 2	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework (in lieu of the original assessment)	1500-word structured case study – ALOs 3 & 4	100%
Coursework	1500-word problem-based scenario (essay) ALOs 1 & 2	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lauren Dommett Date: 18/06/2024	<b>Approved by:</b> Andrew Faulkner Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD2511      **MODULE TITLE:** Employment Law  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

This module will introduce you to the key legal areas of employment legislation and its legal framework, focusing on how people professionals are obliged to take account of legal requirements in different jurisdictions. Students studying the module, can expect to learn about the foundations employment law, which has real world application, providing the skills necessary for a career in either the law or business sectors.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

### MODULE AIMS:

The module examines and introduces the rules surrounding employment law and how the fundamentals of this area of law can be applied in the real world.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Critically analyse the principles of the employment law including dismissal, discrimination, and remedies	8.1.3, 8.4.2

2. Analyse legal principles and remedies relating to employment law and apply them to problem-based scenarios	8.2.3, 8.2.4
3. Critically examine how to oversee recruitment and selection activities lawfully.	8.2.2, 8.4.3, 8.5.3
4. Evaluate how to manage issues relating to pay and working time lawfully.	8.2.3, 8.3.2
<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2025-26  
**MODULE LEADER:** Andrew Faulkner

**NATIONAL COST CENTRE:** 130 - Law  
**OTHER MODULE STAFF:** None

### **Summary of Module Content**

The module will look at employment law focussing on the different types of employment contracts, as well as the rights of employees and the fast-growing area of discrimination in the workplace and issue resolution analysis. You will learn about the purpose of employment regulation and the way that it is enforced in practice. You will evaluate the aims and objectives, the role played by the tribunal and courts in enforcing employment law and how cases are settled before and after legal procedures. Consideration will be given to the main principles of discrimination law, how to manage recruitment and selection activities lawfully as well as learning about redundancy law and changes in contracts. Finally, you will learn about managing issues relating to pay and working time in a lawful way and employment rights for flexible working.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	40	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Tutorials	5	To discuss principles, concepts and values and their application to practical issues. To discuss the operation of the law in the context of practical application.
Guided Independent Study	155	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts/websites, that are related to contract and employment law. Students will also be expected to research and write the summative assessments for the module.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Guidance handbook – 2000 words – ALOs 1&2	50%
	Scenario response: Letter of advice with supporting commentary– 2000 words – ALOs 3&4	50%
		100%

## **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Guidance handbook – 3000 words – ALOs 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew Faulkner Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD2512                      **MODULE TITLE:** Criminal Law  
**CREDITS:** 20                                      **FHEQ LEVEL:** 5                                      **HECOS CODE:** 100485 Law  
**PRE-REQUISITES:** None                      **CO-REQUISITES:** None                                      **COMPENSATABLE:** Y

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

The module introduces the fundamental rules of criminal law, including the basic principles of criminal offences. Criminal law affects many aspects of human behaviour and interaction but has complex definitions. This module aims to help students to understand the nature and requirements of fatal and non-fatal offences against the person, property offences, the features of strict liability offences and also the availability of defences. It will demonstrate the processes involved in criminal law including Police powers and duties under PACE, bail, the right to representation, the Court’s jurisdiction and procedures and power to sentence.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

This module aims to introduce the theoretical basis of criminal law with detailed and critical examination of its general principles and concepts and to consider the application of these in the context of a variety of offences, defences, and modes of participation. This module requires an analysis of criminal responsibility and an appreciation of the elements that constitute criminal liability. Having studied these basic principles, the module then aims to develop the knowledge of criminal law in a practical context with an insight into all processes between arrest and sentencing.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to



1. Analyse and demonstrate an understanding of liability and defence principles relating to fatal and non-fatal offences against a person, by reference to legislation and case law.	8.1.1, 8.2.3
2. Analyse and demonstrate an understanding of liability and defence principles relating to property offences against a person by reference to legislation and case law.	8.1.1, 8.2.3
3. Analyse the features of the law relating to strict liability by reference to legislation and case law and evaluate the role it has within the legal system.	8.2.3, 8.5.3
4. Apply relevant law and procedure to a hypothetical scenario to demonstrate an understanding of the law and rules from lawful arrest through to sentencing.	8.3.3, 8.4.3

<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2025-26

**MODULE LEADER:** Karen Woodbridge

**NATIONAL COST CENTRE:** 130

**OTHER MODULE STAFF:** None

### **Summary of Module Content**

This module will provide a theoretical and practical appreciation of how criminal law operates within society. The module will critically examine the circumstances in which criminal responsibility and liability applies in a range of offences including fatal offences against a person such as murder, voluntary and involuntary manslaughter, non-fatal offences such as assault, battery, ABH and GBH, sexual offences and property offences such as theft, robbery, burglary, criminal damage and fraud. The module also considers the areas within society which are regulated by strict liability offences, examining legislation and case law in this context. The module ends by providing an understanding of the criminal procedure within the legal system from arrest to sentence, looking at Police powers and duties under PACE with regard to lawful arrest, detention and interview. The module will consider individuals rights to bail and legal representation together with the processes and functions of the Criminal Courts.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	40	Lectures will be used to introduce students to key concepts and academic skills by mixing content delivery with interactive learning.
Seminars	10	Seminars will allow students to develop their understanding of the topics covered in the lectures by engaging in group activities and discussions.
Tutorials	5	Tutorial time will be used to provide students with formative feedback on practice exams and for workshops on the coursework.
Guided independent study	145	Students will be expected to further their comprehension of the topics covered in the module by undertaking independent learning using a variety of resources e.g., books, journals, political debates etc.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Written exam	Exam: ALOs 1 & 2	100%
Coursework	Problem based question: 2000 words. ALOs 3 & 4	100%

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework (in lieu of the original assessment)	Essay: 1500 words ALOs 1 & 2	100%
Coursework	Problem based question: 1500 words ALOs 3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Karen Woodbridge Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD2504      **MODULE TITLE:** Managing Change  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECOS CODE:** 100078  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Y

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

Change is a necessity for survival. This module considers the importance of change management and how it can be achieved and sustained. You will examine how change affects organisations and the individuals who work within them.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

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

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

**MODULE AIMS:**

This module aims to provide students with an understanding of the management of organisational change through the exploration of organisational change and associated human resource theory and frameworks. The module will enable students to critically evaluate theory and practice in relation to the management of organisational change.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Analyse the broad nature, scope and individual elements that make change important.	8.1.3, 8.2.1, 8.3.1
2. Evaluate the concepts involved in the implementation and management of change.	8.1.3, 8.2.3

3. Apply the principles of change management to resolve change situations.	8.4.2, 8.4.3, 8.5.3
4. Evaluate the external factors that can impact on successful change or businesses.	8.1.3, 8.2.3
<b>DATE OF APPROVAL: 25/07/2022</b>	<b>FACULTY/OFFICE: Academic Partnerships</b>
<b>DATE OF IMPLEMENTATION: 26/09/2022</b>	<b>SCHOOL/PARTNER: South Devon College</b>
<b>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</b>	<b>SEMESTER: Semester 1</b>

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2025-26

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Andrew Faulkner

**OTHER MODULE STAFF:** Chantelle Mashiter

### **Summary of Module Content**

The module explores the many issues of change management through examining the theoretical frameworks and models. It will go on to consider the impact of change management, including the effect on the organisation and the individuals who are involved. You will consider the key fundamental so the project management process, and how it can support change within organisations. The role of leadership, business processes and problem structuring methods will be reviewed to assess how they can facilitate change.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Lectures will be used to introduce the foundations for developing and writing the research project. Dedicated lectures will also be used to brief students on the two assignments.
Workshops/Seminars	10	Seminars/workshops will be used to provide the opportunity for further exploration of ideas and peer review, class discussion and to provide further guidance as necessary.
Tutorials	5	Individual tutorials will be used to support students with their research project going forward and to provide formative feedback.
Guided independent learning	155	Students will use this time to work on their area of research study and will be provided with the relevant resources and reading list to equip them with their study.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
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Coursework	Scenario based exercise – 2000 words – ALOs 1&2	50%
	Infographic – 2000 words – ALOs 3&4	50%
		100%

**REFERRAL ASSESSMENT**

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Report – 3000 words - ALOs 1,2,3&4	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Andrew Faulkner Date: 18/06/2024	<b>Approved by:</b> Lauren Dommett Date: 18/06/2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** SOUD2519      **MODULE TITLE:** Research Project  
**CREDITS:** 40      **FHEQ LEVEL:** 5      **HECOS CODE:** 100485  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** N  
**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Research is widely regarded as a key feature of academic study. This module will enable you to undertake a research study of your choice within the parameters of the legal sector, giving you the opportunity to investigate an area that is of particular interest to you, or one that you would like to explore to further develop your knowledge and understanding.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	30%	<b>P1</b> (Practical)	70%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)		<b>O1</b> (online open book assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdSc Law with Business

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

**MODULE AIMS:**

The aim of this module is to further develop the skills and techniques necessary to ensure that students can carry out action-based research and apply to an area of study relevant to the legal sector. Students will begin to learn how to define and refine a research question, select, and appraise methodology and research techniques, reviewing a range of literature, and critically analyse and evaluate data, to be able to present reasoned and justifiable conclusions in the form of a presentation as part of the research showcase annual event.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Clearly identify and justify area of research selected for your chosen study with details of the methodology and research techniques that you will use.	8.3.3, 8.4.1, 8.5.3



2. Effectively appraise relevant related literature appropriate for the area of study.	8.1.3, 8.2.4
3. Present an evaluation of relevant research from a wide range of academic sources that is both selective and pertinent to the research topic.	8.1.3, 8.5.2, 8.5.3
4. Critically analyse data supported by relevant theory and real-world organisations.	8.1.3, 8.4.3
5. Discuss and evaluate arguments before presenting your conclusions in a logical and well-structured format.	8.2.3, 8.4.3, 8.5.3
<b>DATE OF APPROVAL:</b> 23/02/2023	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> South Devon College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 & 2

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

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

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

**ACADEMIC YEAR:** 2025-26

**MODULE LEADER:** Caroline Wilkinson

**NATIONAL COST CENTRE:** 133

**OTHER MODULE STAFF:** Karen Woodbridge / Andrew Faulkner / Antonella Orazio / Caroline Wilkinson

### **Summary of Module Content**

The module will begin by exploring relevant areas of legal study, before moving on to develop and refine a research question that is pertinent to your legal focus. You will develop your knowledge and understanding of different methodologies and consider a wide range of literature to enable a critical analysis and evaluation of the research theme. In addition, you will have the opportunity to develop and refine the techniques necessary to share and further develop your ideas and best practice with your module leader and your peers via workshops and tutorials. Legal referencing and the writing for academic study will also play a key role within the module.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	25	Lectures will be used to introduce the foundations for developing and writing the research project. Dedicated lectures will also be used to brief students on the two assignments.
Workshops/Seminars	35	Seminars/workshops will be used to provide the opportunity for further exploration of ideas and peer review, class discussion and to provide further guidance as necessary.
Tutorials	50	Individual tutorials will be used to support students with their research project going forward and to provide formative feedback.
Guided independent learning	290	Students will use this time to work on their area of research study and will be provided with the relevant resources and reading list to equip them with their study.
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Research Proposal – 1800 words 1 ALOs 1&2	100%
Practical	Research Project Dissemination as part of the annual UCSD Research Showcase – 30 minutes - ALOs 3,4&5	100%

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Research Proposal – 1500 words - ALOs 1&2	100%
Coursework (in lieu of the original assessment)	Research Project Dissemination via video recording – 30 minutes - ALOs 3,4&5	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lauren Dommett Date: 18/06/2024	<b>Approved by:</b> Andrew Faulkner Date: 18/06/2024