

MODULE DESCRIPTOR

SECTION A: MODULE DETAILS

Module Title	The Graduate Challenge						
Short Title	GradChall						
Module Code	MG408	Date of First Approval		September 2013			
Responsible Department	Business, Law & Computing	Date of Version		September 2018			
FHEQ Level	Level 4: Certificate	Version No.		2			
Credit Value	15 Credits	Expected Length		15 weeks			
Status	Approved	Regime of Delivery		Campus Based			
Semester taught	S1 <input checked="" type="checkbox"/>	S2 <input checked="" type="checkbox"/>	S3 <input type="checkbox"/>	SB <input type="checkbox"/>	S1A <input checked="" type="checkbox"/>	S2A <input checked="" type="checkbox"/>	SBA <input type="checkbox"/>
	T1 <input type="checkbox"/>	T2 <input type="checkbox"/>	T3 <input type="checkbox"/>	T4 <input type="checkbox"/>	Other <input type="checkbox"/>	Other <input type="checkbox"/>	Other <input type="checkbox"/>

SECTION B: MODULE DESCRIPTION

Brief Description
<p>In this module, students will be introduced to the academic study skills they need to develop to be successful in their degree. This will include input on evidence-based writing, report structuring and referencing. The LDU will be heavily involved in supporting the lecturing teams with this module.</p> <p>This module also sets the student a series of business challenges to encourage their entrepreneurial flair and to help them develop an understanding of the entire range of business activities from marketing research to financial accounting and from planning operations and logistics to designing and building brands. The aim is to provide the student with an overview of business while developing their sense of competition and their team-working skills. This is a fun, stimulating module where students learn mostly from practice and not lecture content.</p>
Indicative Content
<p>Soft Skills Input:</p> <ul style="list-style-type: none"> • Academic writing • Team-working skills (Belbin, Packtypes) • Negotiation • Action planning • Communication skills • Emotional Intelligence <p>Financial Input: Using spreadsheets for Costing, pricing, calculating profit and loss, business modelling</p> <p>Marketing Input: Application of marketing planning (segmentation, targeting, positioning), competitive research, pricing, promotion</p> <p>Business Operations Input: Identifying how the different functions within a business need to operate together</p>

SECTION C: MODULE OUTCOMES

On successful completion of the module, the student will be able to:	
1.	Evaluate the importance of different business functions and show how they link together;
2.	Work effectively in a team
3.	Develop and appreciate the academic skills and techniques necessary to be a successful undergraduate student
4.	Develop business skills, including presentation skills, emotional intelligence and meeting skills, use of spreadsheets

Key Skills Matrix		
	<i>Developed</i>	<i>Assessed</i>
Information Acquisition	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critical thinking, analysis and synthesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Self-reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communication Skills: Oral	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication Skills: Written	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information & Communications Technology (ICT)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numeracy & Quantitative Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Problem Solving & Decision Making	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Independent & Self-managed Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Working with Others	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SECTION D: MODULE STRATEGY

Employability / Career Development Statement
<p>This module equips the students with real-life business skills that are highly valued by employers. These will include business management accounting; marketing planning; team-working and negotiation and presentation skills.</p> <p>Through the successful achievement of the assignment the students will develop self-esteem and self-confidence. The self-reflection report requires the students to recognise their own learning and also develop their understanding that people are all different and learn and work in a variety of styles. Working in a team, developing creativity and communication skills along with working in groups in different contexts (possibly outside their comfort zone) help them become more socially aware.</p> <p>The students will also start to develop an e-portfolio which will gather evidence of key skills which can be used when applying for jobs and internships.</p>

Learning & Teaching Strategy
<p>The initial session each week will be a lecture with all Level 4 business school students meeting together. It will include some input from other departments in the university. The Learning Development Unit (LDU) will lead the academic skills such as report writing and Harvard referencing..</p> <p>Along with these sessions there will be seminars led by the students' personal tutor. This will give them the opportunity to develop good relationships with their peers and tutor, and to practice with the tools introduced to them to become successful Bucks students.</p>

Most weeks, students will be expected to familiarise themselves with relevant material in advance of the seminar to ensure a meaningful contribution. Lecture notes, reading and presentation materials will be made available on the VLE to facilitate such familiarisation.

Assessment Strategy

Coursework 1 will be a short business report which will ensure that core academic skills have been learned by the students. This allows early feedback in the module.

The module will be organised around a number of competitive challenges e.g. a business simulation game which focuses on team decision making using financial data, a branding challenge which addresses the application of target marketing theory, and a live business problem set by a local company. Students will need to be involved in all challenges and will, as a result, develop skills in team working, emotional intelligence, communication as well as applying business concepts.

The Graduate Challenge teaching team will also be present throughout all challenges to monitor progress of the individual students.

Throughout the module the students will populate an e-portfolio summarising the challenges and reflecting on what they have learned through their involvement with the challenges.

SECTION E: SCHEDULED LEARNING AND TEACHING

Notional Hours

1 Credit is equivalent to 10 notional learning hours (30 credits = 300 learning hours). All hours should be calculated based on what an individual student might be expected to receive.

<i>Category (Please refer to QAA Guidance in completing this section)</i>	<i>Total Hours</i>
Scheduled Learning and Teaching Activities (SLTA)	
Lectures (incl. virtual and face to face contact)	12
Seminars (incl. virtual and face to face contact)	33
Tutorials – per individual student (incl. virtual and face to face contact)	
Project supervision (incl. virtual and face to face contact)	
Demonstration (incl. virtual and face to face contact)	
Practical classes and workshops	
Supervised time in studio/workshop/rehearsal space	
Fieldwork, e.g. survey work, data collection	
External visits, e.g. visits to sites, museums or collections	
Sub-total: SLTA	45
PLUS Guided Independent Study (GIS)	105
PLUS Placements / Study Abroad / Work based Learning	
TOTAL (Sub-total of SLTA plus GIS, plus Placements)	150

SECTION F: ASSESSMENTS

Summative Assessment Regime				
ID	KIS Category/Activity Type & Brief Description (Please refer to: QAA Guidance in completing this section)	Learning Outcomes Assessed	Weighting % or P/F	Indicative Week No.
CW1	Coursework: Report: 500 word report on topical business issue	1,3	20%	5
CW2	Coursework: Portfolio. Students will keep an e-portfolio as evidence of skills developed and including self-reflection	2,4	80%	13
Module Pass Requirements: Standard Regs apply				

SECTION G: ACADEMIC RESOURCES

Key Texts
<ul style="list-style-type: none"> Cottrell, S. (2015) Skills for Success: Personal Development and Employability. London: Pearson Education Ltd
Journals (including e-Journals)
<ul style="list-style-type: none"> Harvard Business Review The Economist
Databases
<ul style="list-style-type: none"> Mintel TGI WARC World Advertising Research Centre
Websites
<ul style="list-style-type: none"> Chartered Management Institute www.managers.org.uk Chartered Institute of Marketing www.cim.co.uk Association of Chartered and Certified Accountants www.accaglobal.com

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