1. **Title of the module**

BUSN3730 (CB373) Employability and Study Skills for Success

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) Business & Management and associated programmes

BA (Hons) Accounting & Management and associated programmes

BSc (Hons) Finance & Investment and associated programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate sound academic skills to complete assignments in accordance with the required academic conventions.

8.2 Evaluate, interpret and synthesise a range of information found through independent research.

8.3 Demonstrate knowledge and understanding of the theories underlying key employability skills.

8.4 Use theory to inform practice by analysing and reflecting on a range of key employability skills in the context of personal development and business management.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Exercise personal responsibility.

9.2 Research a topic independently to extract and synthesise information from a range of academic and online sources.

9.3 Make sound judgements to distinguish between fact and opinion; relevant and irrelevant information, and between opposing views based upon conflicting evidence.

9.4 Evaluate and interpret information from a variety of sources to formulate and support a well-reasoned and structured line of argument.

9.5 Relate knowledge of theory to practice and experience to enhance employability

1. **A synopsis of the curriculum**

Indicative topics are:

* Orientation to studying at university: including time management, learning styles and making sense of feedback.
* Cognitive development: writing essays and reports in higher education; referencing and plagiarism; how to construct a reasoned argument, and an introduction to critical and analytical thinking.
* Research skills: understanding what is meant by business and/or management research, including in brief its process from generating a hypothesis to data collection, sampling and analysis; how to develop a literature review, and the differences between quantitative and qualitative research and primary and secondary sources.
* The theories underlying the personal skill development needed to achieve success at university and in the workplace, including: effective communication skills; group and team working; problem solving; creative and innovative thinking, and presentation skills.
* Personal Development Planning for Employability: including career exploration, CV writing, and making sense of employers’ skills requirements.
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cameron, S. (2009) *The Business Student’s Handbook: Skills for Study and Employment*. 5th edn. London: FT Prentice Hall

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

Gallagher, K. (2013) *Skills Development for Business and Management Students*. 2nd edn. Oxford: OUP

Hepworth, A. (2011) *Studying for your future: Successful study skills, time management and career development: A guide to personal development planning for university and college students*. Bury: Universe of Learning Ltd www.Uolearn.com

Hind, D., and Moss, S. (2011) *Employability Skills*. Sunderland: Business Education Publishers

Lumley, M., and Wilkinson, J. (2014) *Developing Employability for Business*, Oxford: OUP

Saunders, M., Lewis, P., and Thornhill, A. (2015) *Research Methods for Business Students*. 7th edn. Harlow: FT Prentice Hall

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Individual Essay, 2000 words (40%)

Report 1500 words (40%)

VLE Award (pass/fail) (10%)

Workshop Activity (10%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study (including assessment andworkshop preparation) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Academic skills week session | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Moodle exercises to support lecture material | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Required weekly readingsto support lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Employability Workshops |  |  |  | **X** |  |  |  |  | **X** |
| Completion of the ‘Careers Award for Business’  |  |  |  | **X** |  |  |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Academic Essay  | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
| Employability Skills Report  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| VLE Award for Business  |  |  |  | **X** | **X** |  |  |  | **X** |
| Workshop - Completion of Academic skills activities | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module equips students with academic skills that are deemed as established academic standards internationally and enables students adopt employability skills, which are required by employers globally.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 15/12/2017 | Minor | Jan-2019 | 13,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018