

# Module Guide

Professional Competencies

BBE-4-PCO

School of Business

2016/17

Level 4

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# 1. MODULE DETAILS

**Module Title:** Professional Competencies  
**Module Level:** Level 4  
**Module Reference Number:** BBE-4-PCO  
**Credit Value:** 20  
**Student Study Hours:** 200  
**Contact Hours:** 75  
**Private Study Hours:** 125  
**Pre-requisite Learning:** None  
**Co-requisite Modules:** None  
**Course(s):**

4314	BA (Hons) Accounting and Finance (with placement)
4680	BA (Hons) Business Management
4681	BA (Hons) Business Management with Accounting
4682	BA (Hons) Business Management with Analytics
4683	BA (Hons) Business Management with E-Business
4684	BA (Hons) Business Management with Economics
4685	BA (Hons) Business Management with Enterprise & Entrepreneurship
4686	BA (Hons) Business Management with Finance
4687	BA (Hons) Business Management with HR
4688	BA (Hons) Business Management with Law
4689	BA (Hons) Business Management with Marketing
4692	BA (Hons) Business Management with Project Management
4693	BA (Hons) Business Management with Retail
1262	BA (Hons) Marketing
4369	BSc (Hons) Economics
4667	BSc (Hons) Economics with Accounting
4668	BSc (Hons) Economics with Business Analytics
4670	BSc (Hons) Economics with Business Management
4669	BSc (Hons) Economics with E-Business
4756	BSc (Hons) Economics with Econometrics
4671	BSc (Hons) Economics with Enterprise & Entrepreneurship
4673	BSc (Hons) Economics with HR
4674	BSc (Hons) Economics with Law
4675	BSc (Hons) Economics with Marketing
4678	BSc (Hons) Economics with Project Management
4679	BSc (Hons) Economics with Retail Management
4672	BSc(Hons) Economics with Finance
4691	BA(Hons) Business Management with Corporate Sustainability
3112	HND Business Studies

**Year and Semester** Year 1, Semester 1

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**Subject Area:** Business and Enterprise  
**Summary of Assessment Method:** 100% Coursework  
**External Examiner appointed for module:** To be confirmed

## 2. SHORT DESCRIPTION

This module will introduce students to the process of personal development planning, supporting them in identifying their goals and achieving their aims via participation in a structured and facilitated coaching process. It will also support students via the development of key skills, mathematical techniques and acquisition of knowledge necessary for success on an academic business programme or in a professional business setting.

## 3. AIMS OF THE MODULE

This module aims to support students in identifying their goals and achieving their aims through a structured and facilitated process. Furthermore it enables students to attain the necessary key skills, mathematical techniques and knowledge to enable them to be successful on an academic business programme or in a professional business setting.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- Understand the concept of lifelong learning;
- Have an understanding of self and goals;
- Understand basic mathematical and IT techniques to evaluate, estimate and model simple business problems, functions and phenomena;
- Identify appropriate statistical methods and apply them to the collection and analysis of data;
- Discuss and explain hypotheses using the appropriate statistical techniques and statistical packages;
- Identify where different probability distributions can be used to model business decisions and apply them to calculate the probabilities of various outcomes.

### 4.2 Intellectual Skills

- Operate as an autonomous learner, equipped with the skills to problem solve.

### 4.3 Practical Skills

- Have a firm understanding of MS Office and development of key IT skills necessary to complete a variety of assignments over the university career and into the workplace.
- Identify and demonstrate an incorporation of their own learning style and identify ways in which this can be developed.
- Present and communicate effectively in a variety of verbal and nonverbal methods within the business context to both technical and non-technical audiences.
- Identify a personal development strategy, which can be developed and improved.

### 4.4 Transferable Skills

- Self-reflect: be self-aware and develop a continuing appetite for lifelong learning;
- Manage own learning, time, priorities and resources to achieve personal goals;
- Present data and communicate ideas to an audience in a variety of form;
- Work with others in an effective and ethical manner.

## 5. ASSESSMENT OF THE MODULE

### **Formative Assessment:**

Students will be encouraged to engage in online learning resource activities and online marking results will be automatically fed back tutors.

Group presentations throughout the delivery of the module will enable students to communicate their understanding and application of key skills and techniques to case study and live briefs.

### **Summative Assessment:**

*This module will be 100% Coursework assessed- consisting of two sub-components:*

Sub Component 1	Maths Test	50%	Online maths test in week 11 (w/c 5th December 2016)
Sub Component 2	Portfolio Report	20% 30%	Online portfolio and report evidencing attainment of skills, knowledge & understanding, due 23 <sup>rd</sup> January 2017

## 6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

- Introduction to Microsoft Office
- Comparative measures
- Visualising data
- Statistical measures: location & dispersion
- Regression models for prediction
- Introduction to statistical inference: probability distributions & hypothesis testing
- Evaluating decisions: breakeven analysis
- Evaluating decisions: time-value of money
- Learning techniques and reading styles, evidence-based reasoning and critical thinking
- Describing data and synthesising information: types of sources and their relative merits
- Harvard referencing and engaging with source material, case studies
- Writing in the disciplines: essays and reports, structure and language, proof reading
- Presenting in the disciplines: preparation, using PowerPoint/Prezi, delivery and evaluation
- Mind mapping
- Self-reflection & personal development through coaching
- Ethical team working

## 7.2 Overview of Types of Classes

This module will be delivered via a weekly 3-hour seminar, 2 hour IT lab class. Personal coaching sessions will be embedded within the module to enable students to understand self and identify goals. Practical application of techniques will be developed around case study. Engagement with local employers to facilitate case study work will be used where possible.

## 7.3 Importance of Student Self-Managed Learning Time

Student *responsibility* in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these.

Students must regularly access the Moodle site for this module and undertake the recommended reading and homework tasks as directed.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

***Your own self-managed learning is a vital factor in your work on the module. Each week reading and follow-up work will be suggested to consolidate your learning in the classroom, and enable you to explore the subject further. Establishing and keeping to a regular self-managed weekly study routine for this module will maximise your chances of success, increase your confidence, and enhance your enjoyment of the subject.***

## 7.4 Employability

This module contributes to a student's employability by providing them with planning and communication skills plus techniques for success in a professional setting.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 1			
WEEK	LAB	SEMINAR	HWK
<b>1</b> 26/09/16	Intro to Mylsbu, Outlook and Email signature and etiquette, MOODLE. Module Guide. Module overview including key dates and assessment. Intro to Mymathlabglobal and enrolment onto program. Accuracy.	Class Partnership agreement Ice Breakers, intro to university terminology and who's who of the Business School. Personal Statements. How does your brain work? Improving memory function. Vocabulary, Listening, comprehension and note taking.	MyMathlab Global exercises. Email your buddies with a personal statement.
<b>2</b> 03/10/16	Intro to the E-portfolio and enrolment onto the Mahara platform. Diagnostic testing including BELBIN. Intro to working effectively as a team. Assessment of module (50% maths test, 50% portfolio). LSBU EPIIC values. Intro to BAG CHALLENGE. Group theory, meet your group and analyse key skills, pitch for roles within the group. Partnership agreement for your group. How to run a meeting. Outlook Calendars.	Synthesising information. Break Even Analysis. Group Meeting (I: Establishing roles and responsibilities).	MyMathlab Global exercises
<b>3</b> 10/10/16	Exploring my purpose. Jaharis Window. Vision. Group and personal goals. Planning bag challenge. Group costing. Maths projecting costings. LINKEDIn. Group Meeting (II: Progress report)	COACHING: BE Aware	MyMathlab Global exercises
<b>4</b> 17/10/16	Excel Break Even analysis on the Bag and ordering of materials	Speaking in Academic Contexts, presentation skills. Group Meeting (III: Bag Promo strategy)	MyMathlab Global exercises
<b>5</b> 24/10/16	Normal distribution and hypothesis testing. EXCEL	EPIIC BAG DESIGNING SESSION.	Reflect
<b>6</b> 31/10/16	Virtual bag selling, Youtube promotion and costing. Academic Writing.	COACHING: BE Fulfilled	Reflect
<b>7</b> 07/11/16	Presentation skills: PPT/Prezi/Powtoon presentation of BAG Challenge Descriptive Statistics.	Intro to variables and expressions (using bag case as an example)	Practice
<b>8</b> 14/11/16	MATHS FEST: lab related maths games and challenges: Maths is FUN!	MATHS FEST: class related maths games and challenges designed to improve mental arithmetic	MyMathlab Global exercises
<b>9</b> 21/11/16	NPV/APR EXCEL	COACHING: BE a Coach	Reflect
<b>10</b> 28/11/16	Maths Mock Test (hwk) Harvard Referencing (I), Journals and publications. Report writing.	An introduction to Research, Reading skills for academic study.	Revise
<b>11</b> 05/12/16	MATHS TEST, Portfolio review (I).	Self Management, Portfolio Review (II)	Reading
<b>12</b> 12/12/16	Reflective Writing	COACHING: BE Connected	Reflect
17/12/16 – 08/01/17	CHRISTMAS VACATION: HOLIDAY READING	Growth challenge review	Reading
<b>13</b> 09/01/17	Revision tips and tricks	COACHING: BE Accountable	Reflection
<b>14</b> 16/01/17	Portfolio Review (III) with feedback	Writing retreat: Researching. Harvard Referencing part (II) Awards ceremony.	Writing
<b>15</b> 23/01/17	Submit Portfolio		

## 9. STUDENT EVALUATION

This module has not run before and therefore there is no prior student evaluation.

## 10. LEARNING RESOURCES

### **Reading List**

<https://lsbu.rl.talis.com/lists/32426D03-BAFF-8ADF-028F-DA4D425A6762.html>

#### **Core Reading:**

Lee-Davis, L., and Bailey, S., (2015) *Developing work & study skills*, 1<sup>st</sup> Edition. Cengage.

Wisniewski, M., (2010) *Quantitative Methods for Decision Makers*, 5<sup>th</sup> Edition. Pearson.

#### **Background Reading:**

Morris, F. C., (2012) *Quantitative Approaches in Business Studies*, 8th Edition. Pearson.

Dewhurst, K., (2006) *Quantitative Methods for Business & Management*, 2<sup>nd</sup> Edition. McGraw-Hill.

Etheridge, D. (2010) *Excel Data Analysis*. 3<sup>rd</sup> Edition. Wiley.

Salkind, N. J., (2010) *Statistics for People Who Hate Statistics*. 1<sup>st</sup> Edition. Sage.

Cotrell, S., (2011) *Critical Thinking Skills*. Palgrave.

Cotrell, S., (2011) *The Study Skills Handbook*. Palgrave.

#### **Optional Reading:**

VLE (Moodle) with a variety of learning-supporting materials.[www.uefap.com](http://www.uefap.com)