

Iain Walker

Project Based Graded Units: Supporting Students

Graded Unit 2 Project - Purpose

- ◆ To provide students with a better balance of skills to meet the needs of:
 - Universities
 - Employers
 - Lecturers
 - Students

Graded Unit 2 Project - Purpose

- ◆ Develop student competencies
- ◆ Provide a basis for future career and personal development
- ◆ Adopt an innovative and creative approach to their work and be able to respond quickly to the challenges posed by changes in the business environment
- ◆ Enable students to consider and revisit core business issues and develop a depth of understanding from a managerial perspective

Graded Unit 2 Project - Purpose

- ◆ Further develop organisational and investigative skills
- ◆ Promote the development of transferable skills in planning, organising and evaluation
- ◆ Promote advanced level of entry to further academic or professional qualification
- ◆ Develop underpinning knowledge

Graded Unit 2 Project - Support

Step 1 - Explain the project requirements

- ◆ Investigative nature
- ◆ 3 stages
- ◆ Marks per stage
- ◆ How the marks are split down
- ◆ The extra marks
- ◆ Submission dates
- ◆ Reflective log – Get it started
- ◆ **GIVE OUT WRITTEN GUIDANCE AND INSTRUCTIONS**

Graded Unit 2 Project - Support

Step 2 - The Title

The title must be related to one or more subjects within the course

Delegate Exercise

Devise a title relating to ONE of the following subject areas, (you have 4 minutes)

**Marketing, Economics, Business
Management or Accounting**

Graded Unit 2 Project - Support

Step 2 - The Title

Selecting a topic for the project is one of the most difficult tasks facing your students (*as I suspect you have just experienced*)

Examples

- ◆ Promoting a product, Pricing strategy used/compared
- ◆ Do supermarkets operate as an oligopoly
- ◆ Motivating staff, staff incentive schemes
- ◆ Outsourcing the accounting function

Graded Unit 2 Project - Support

Step 2 - The Title

- ◆ Brainstorming
- ◆ Past titles
- ◆ A possible list of titles
- ◆ Subjects the students are interested in

The Process

- ◆ Identify a topic
- ◆ Find an organisation
- ◆ Draft a title
- ◆ Redraft and narrow the title

Graded Unit 2 Project - Support

Step 2 - The Title

1. Comparing prices
2. Comparing prices charged by supermarkets
3. Comparing prices charged by Tesco compared to Lidl
4. A comparison of the pricing strategies of Tesco and Lidl

Some Rough Ideas for GU 2 Projects

1. Are supermarkets an oligopoly, Perth a micro analysis?
2. IT developments in a business, and their impact
3. Motivation and zero hours contracts in XXXXXX
4. An evaluation of social media as an advertising medium by XXXXX
5. An evaluation of 'organic food' as a niche marketing strategy by the Co-op.
6. SSE's green credentials, and economic imperative or window dressing?
7. Minimum alcohol pricing, the arguments and potential impact on Wetherspoon's
8. The rebranding of XXXX, a success or failure?
9. An evaluation of the new culture at XXXX
10. Flexible working practices at XXXXXXXX, a recipe for success?

Graded Unit 2 Project - Support

Step 3 - The brief/plan summary sheet

Once the students have a working title it is important that they start to flesh out their project and a summary sheet can help

Business Graded Unit 2 - Project Proposal Summary Form


Complete each of the following sections, and provide a copy for your tutor.

1. **Topic:**
2. **Reason for choice of topic (approximately 100 words)**
3. **Who are the customers this topic has an impact upon**
4. **Organisation(s) that the project impacts on/ is about.**
5. **Which Core Units in HND Business does this project have links with?**
6. **Are there any specific theories, models, concepts from the core Units that could be incorporated into your project when investigating your topic?**
7. **Title**

Graded Unit 2 Project - Support

Step 3 - The brief/plan example

What does a brief/plan look like?

<p>HND Business: Graded Unit 2 Project Investigation</p>  <p>An evaluation of the new promotional strategy of the Dundee Brewing Company</p> <p>James Stout Word Count: 1482</p> <p>1st December 201X</p>	<p>Contents</p> <p>Personal Assessment of Skills 3</p> <p>Project Title 4</p> <p>Statement of Issue 4</p> <p>Project Objectives 5</p> <p>Reasons of Choice of Issue 6</p> <p>Justification of Choice of Solution 6</p> <p>Sources of primary and Secondary Information 7</p> <p>Methods and Justification 9</p> <p>Plan 9</p>	<p>Personal Assessment of Skills</p> <p>I am a social and positive characterable to work alone or as part of a team. At the moment my personal skills might be described as adequate for the role I was performing. before my student life these skills might be described as the ability to manage and motivate staff to complete given tasks within time scale, maintenance of staff time cards in order to calculate wages and bonuses, prioritising tasks and allocating the appropriate staff to complete jobs, liaising with senior staff and contractors on the planning of weekly and monthly work schedules.</p> <p>Training of new staff including health and safety induction training, delivery/search notes, invoicing, and some age the 50 experience. As well as Microsoft excel word and outlook, & adobe acrobat, overseeing plant maintenance and blade sharpening, Stock control ordering and re-ordering, stock and taking with suppliers, dealing with bank deposits and withdrawals and petty cash handling.</p> <p>Since starting the project I have realised that I have a weakness in my research and planning skills. When I read and listen to instructions, the information can seem jumbled.</p>	<p>Project Title</p> <p>An evaluation of the new promotional strategy of the Dundee Brewing Company</p> <p>Statement of the Issue</p> <p>The issue being investigated is how the implementation of a new promotional strategy has impacted on the fortunes of the Dundee Brewing Company. The firm was established in 2021 and is the only local brewer based in Dundee. Until 2020 the firm relied upon traditional forms of promotion including</p> <p>The adoption of the use of social media as a promotional vehicle was</p>
---	---	--	--

Beware it can encourage lower marks



Graded Unit 2 Project - Support

Step 4 – Ongoing Individual Assistance

Do's

- ◆ Set submission dates for each part
- ◆ Directing towards resources
- ◆ Check their reflective logs – use a template if needed
- ◆ Individual progress reviews
- ◆ Encouragement
- ◆ Drafts – How many?
- ◆ Reasonable assistance
- ◆ Pass each stage before moving to the next stage
- ◆ Remediation
- ◆ Feedback grades/how good rather than marks

Graded Unit 2 Project - Support

Step 4 – Ongoing Individual Assistance

Don'ts

- ◆ Don't accept submission of completed projects at the end
- ◆ Don't just leave them to get on with it for long periods of time
- ◆ Don't allow them to complete the reflective log at the end of the developing stage
- ◆ Don't ignore their pleas for help
- ◆ Don't allow candidates to drift off or put the project at the bottom of the 'to do' list