

# Setting Up a Business Skills Course

Outlined in this document is an example approach to setting up and establishing a business skills course at your University called 'Business Skills for Chemical Scientists'.

## Setting up a Course

1. Timetable sessions and book an appropriate room with the audio-visual equipment required to deliver the planned material.

We took the approach of running our Business Skills for Chemical Scientists course within the award winning Nottingham Advantage Award scheme. In this scheme students take three optional 10 credit modules throughout and outside the study of their normal degree programme. As such our module was a 10 credit module and was timetabled for five consecutive sessions of 4 hours duration on Wednesday afternoons.

2. Fill the timetable with a logical series of activities to make a teaching plan.

We took the approach of filling three sessions with an even split of traditional lecture-based business skills teaching and ingenuity based group work. In addition, a whole session was dedicated to an industrial site visit, and another full session was dedicated to group planning and delivery of 'Dragons' Den' style pitches. An example timetable is given below.

3. Identify which sessions are to be presented by industrial experts and identify and approach these experts.

We took the approach of having session 2 presented but a leading figure from the chemistry using industries, and sessions 9 and 10 presented by/with assistance from a patent attorney. External speakers were also encouraged to remain until the end of the day throughout the ingenuity group work to informally mentor and network with the students.

4. Advertise your course to your target students.

We took the approach of opening our course to undergraduate students of all years and courses within both the Chemistry and Chemical Engineering Departments of the University. Students were targeted by e-mail adverts and by placing posters in both departments (an example is shown below).

5. Enrol students onto your course.

We took the approach of sending students who were interested in our course a course programme and registration form by e-mail which needed to be completed, signed and submitted. Examples of these documents are given below.

6. Plan the delivery of course resources and material.

For this element many of the resources generated throughout the delivery of our course (e.g. PowerPoint presentations, interactive case studies and video vodcasts) could be employed, a collection of which are freely available for use.

7. Prepare a 'Module Handbook and Reflective Learning Log' to help students reflect upon the material and concepts which will be covered within you course. An example of such a learning log is given below.
8. Deliver your planned course and give students a copy of the learning log to complete following each session. These completed learning logs should be submitted for assessment and course evaluation at the end of the course.
9. Assess the 'Reflective Learning Logs' and feedback grading (pass/fail) to the students involved.