

DATABASE SCREEN SHOT:	GUIDANCE NOTES:														
<div data-bbox="163 284 293 308">2017-18 > Onwards</div> <div data-bbox="163 331 421 363">RBM4001 (2017-18)</div> <div data-bbox="163 371 409 395">Professional and Academic Skills</div> <hr/> <table data-bbox="208 435 582 563"> <tr><td>Credits</td><td>20</td></tr> <tr><td>Level</td><td>HE4, UG Level 1</td></tr> <tr><td>Type</td><td>Standard</td></tr> <tr><td>Duration</td><td>1 Semester(s)</td></tr> <tr><td>Trimester 3?</td><td>No</td></tr> <tr><td>ECTS</td><td>10</td></tr> <tr><td>Marking Scheme</td><td>Numeric mark scheme (i.e. mark of 0-100)</td></tr> </table> <hr/> <div data-bbox="163 603 264 659"> <p>Pass Mark</p> <p>40%, none</p> </div> <hr/> <div data-bbox="163 722 801 770"> <p>Delivery Type</p> <p>This Module requires you to attend particular classes or events at particular times and in particular locations.</p> </div> <hr/> <div data-bbox="163 834 286 890"> <p>Pre-Requisites</p> <p>None Specified</p> </div> <hr/> <div data-bbox="163 954 286 1010"> <p>Co-Requisites</p> <p>None Specified</p> </div> <hr/> <div data-bbox="163 1074 331 1129"> <p>Barred Combinations</p> <p>None Specified</p> </div> <hr/> <div data-bbox="163 1185 1037 1289"> <p>Module Outline</p> <p>This skills module is designed to help students develop their academic, professional and life skills, as well as set personal goals. It also introduces st. good customer service and effective complaints handling in a retail context</p> <p>Taught (T), Developed (D) and Assessed (A).</p> </div>	Credits	20	Level	HE4, UG Level 1	Type	Standard	Duration	1 Semester(s)	Trimester 3?	No	ECTS	10	Marking Scheme	Numeric mark scheme (i.e. mark of 0-100)	<p>Module Codes: Module codes are generated by Student Data Management (Off-campus partners should contact the OfCD). You should not ask for a code to be generated until the programme/change has been given academic approval. The 3 letter prefix should be taken from the host programme name. The first number after the prefix indicates the level. Once a module code is generated, you will be able to populate its fields on the database.</p> <p>Module Type, Size and Duration: You can choose from the following module types on the drop down menu: <i>Standard, Dissertation, Fieldwork, Independent Study, Placement, Practical, Project, Work-Based Learning</i> and <i>Other</i>. ECTS (European Credit Transfer and Accumulation System) are equivalent to half the CAT credit value and are automatically calculated by the database. The duration of a module is usually one or two semesters. If opting for a two semester delivery of a standard module, a rationale and assessment plan is likely to be required at approval.</p> <p>Pre-Requisites, Co-requisites and Barred Combination: Pre-requisites and co-requisites should be used sparingly with justification provided at approval.</p> <p>Marking Scheme: Options on the dropdown menu are:</p> <ul style="list-style-type: none"> - Numeric mark scheme i.e. mark of 0-100 - Grade mark scheme i.e. P, F, L or I grade - Combination of numeric marks and grades <p>If a numeric mark scheme is selected, then the pass mark needs to be specified. This is usually 40% for undergraduate modules and 50% for postgraduate modules. Some programmes and modules will deviate from the standard due to professional and/or practical requirements.</p> <p>Academic Year: Select the year in which the programme will start from the drop-down menu.</p> <p>Module Outline: It is recommended that this section is written after the <i>Learning Outcomes</i> have been finalised. The Module Outline will need to reflect what is specified in the <i>Module Contents</i> and module <i>Learning Outcomes</i>. Clear, student-friendly terminology is advised. Additionally for undergraduate programmes, you will need to indicate which Graduate Attributes will be focussed on in the module (up to 2 attributes for a 20 credit module, 3 attributes to for a 30 credit module etc.)</p>
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<p>Indicative Content</p> <table border="1"> <thead> <tr> <th></th> <th>Description</th> </tr> </thead> <tbody> <tr><td>1</td><td>Written communication in an academic context</td></tr> <tr><td>2</td><td>Referencing and avoiding plagiarism</td></tr> <tr><td>3</td><td>Examination techniques</td></tr> <tr><td>4</td><td>Research sources and strategies</td></tr> <tr><td>5</td><td>Time management</td></tr> <tr><td>6</td><td>Customer service and effective communication in the workplace (written and verbal)</td></tr> <tr><td>7</td><td>Personal selling</td></tr> <tr><td>8</td><td>Problem solving and handling complaints</td></tr> <tr><td>9</td><td>Managing meetings and "huddles"</td></tr> <tr><td>10</td><td>Other life skills: resilience, grit, positivity, professionalism</td></tr> <tr><td>11</td><td>Developing personal, professional and academic goals</td></tr> </tbody> </table>		Description	1	Written communication in an academic context	2	Referencing and avoiding plagiarism	3	Examination techniques	4	Research sources and strategies	5	Time management	6	Customer service and effective communication in the workplace (written and verbal)	7	Personal selling	8	Problem solving and handling complaints	9	Managing meetings and "huddles"	10	Other life skills: resilience, grit, positivity, professionalism	11	Developing personal, professional and academic goals	<p>Indicative Content: Identify the subject areas and skills which need to be covered in the delivery in clear and simple terms. Ensure these include the necessary content to meet the learning outcomes specified on the Module Specification. Include the relevant Graduate Attributes in the list.</p> <p>Learning Outcomes (LOs): Specify 3 LOs per 20 credit module and between 4 and 5 LOs per 30 credit module.</p> <p>Start each LO with a verb which is appropriate to the level. Examples: Level 3 and HE4: explain, describe, discuss, outline. HE5: Analyse, appraise, compare and contrast. HE6 and HE7: Critically appraise, critically evaluate, synthesise. HE7 also include: Solve complex problems, develop creative or innovative solutions/recommendations. See: https://www.gaa.ac.uk/quality-code/qualifications-and-credit-frameworks</p> <p>Ensure learning outcomes are <i>specific, measurable, valid and fair.</i></p> <p>Specific: Avoid including LOs which repeat general expectations, such as those laid out in the General Assessment Guidelines e.g. "Demonstrate effective Harvard referencing", "Use appropriate learning resources to conduct secondary research" etc.- unless these relate to a skills module.</p> <p>Measurable: Avoid starting with verbs such as "appreciate" and "understand". How can these be easily measured?</p> <p>Valid: Avoid LOs which don't challenge the students to the required expectations e.g. "Demonstrate xxx practical skills". Alternative: "demonstrate effective xxx practical skills in response to a given brief".</p> <p>Fair: Avoid LOs which are reliant on factors outside a student's control e.g. "demonstrate effective team outcomes" ALTERNATIVE: "contribute effectively to a team event" and "critically reflect on your team-working skills"</p>
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<p>Learning And Teaching Strategy</p> <p>Tutor led sessions will consolidate this information with a mix of standard lectures coupled with group work sessions. Students will have a certain independence in their study by completing additional research from recognised academic sources outside of the module. Tutorials will allow for guidance and feedback on progression within the module. Blended learning utilising the online delivery materials, plus additional on line activities.</p>	<p>Learning and Teaching Strategy: This section might include general text which is relevant to standard modules within a programme. E.g. <i>This module will be delivered through a combination of a number of learning and teaching methods including: lectures, seminars, workshops and tutorials. Delivery will be supported by online discussions and activities posted on the VLE. You will be expected to attend all scheduled sessions and prepare for these in advance by undertaking relevant research and background reading.</i></p> <p>A general statement will allow a module tutor to tailor-make deliveries, which can be outlined in more detail in the Module Guide. N.B. Such text will not exclude TIRI activities such as flipped classrooms, visits, guest speakers etc. However, if such learning opportunities are specified in the strategy statement, then these MUST be provided in every delivery of the module.</p> <p>In some cases, the learning and teaching strategy will need to be more specific because of the nature of the module – particularly in relation to project and work-based learning modules.</p> <p>Also refer to the University's <i>Best Practice Guide to Curriculum Design and Delivery.</i></p>																								

<p>Learning & Teaching Methods</p> <table border="1"> <thead> <tr> <th>Method</th> <th>KIS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Scheduled</td> <td>Scheduled</td> <td>67.5</td> </tr> <tr> <td>Independent</td> <td>Independent</td> <td>132.5</td> </tr> </tbody> </table>	Method	KIS	Hours	Scheduled	Scheduled	67.5	Independent	Independent	132.5	<p>Learning and Teaching Methods: Please refer to the standard hours document issued by SEO. The total of the scheduled, independent and placement hours should equate to 10 hours per unit of credit, e.g. 300 hours per 30 credit module.</p>											
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<p>Formative Assessment Strategy</p> <p>The formative assessment strategy aims to prepare the student for summative assessment by clarifying, sharing and ensuring that goals are under criteria for success in the retail industry. This will be implemented through effective classroom discussions, activities and tasks. Verbal and written way that allows the student to take ownership of their own learning and as learning resources for one another. This will take place during seminar and individual interaction with tutors. You will be expected to practice and reflect your personal selling skills and provide feedback to others.</p>	<p>Formative Assessment Strategy: The QAA (2016) defines formative assessment as assessment for which feedback is provided to help students “learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.” Examples of formative assessment could include presentations of work in progress, quizzes, phase test, proposals and assessment plans. The formative assessment strategy section might include general text which is relevant to standard modules within a programme, e.g. <i>Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms including xxx and does not contribute to the final module mark.</i> Such a statement will allow flexibility in in formative assessment, which can be outlined in more detail in the Module Guide. In some cases, the formative assessment strategy will need to be more specific because of the nature of the module.</p>																				
<p>Summative Assessment Strategy</p> <p>The first summative assessment takes the form of a short written academic piece of work, for example, a report, an essay, or a seminar paper which customer service and complaints handling. The second summative assessment takes the form of an oral assessment in which students demonstrate third summative assessment takes the form of a personal development plan in which students reflect on the development of academic, professional and justified personal goals.</p>	<p>Summative Assessment Strategy: Here a brief summary of the module’s assessment methods is provided. It is important that the summary matches the descriptions in the Summative Assessment section below and reflects the LOs being assessed. <i>There should normally be a maximum of 2 pieces of assessment per 30 credit module.</i> However, exceptionally more may be permitted (particularly if a PSRB or apprenticeship standard dictates). If a number of small items of assessment are required, it is recommended that these are compiled in one portfolio assessment. When writing the strategy, be careful not to be too specific about the assessment required – Details can be provided in the Module Guide.</p>																				
<p>Summative Assessments</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>KIS</th> <th>Description</th> <th>Learning Outcomes</th> <th>Marking Scheme</th> </tr> </thead> <tbody> <tr> <td>001 Project Output (other than dissertation)</td> <td>Coursework</td> <td>Written piece (1000-1500 words)</td> <td>1 2</td> <td>Percentage mark scheme</td> </tr> <tr> <td>002 Practical skills assessment</td> <td>Practical</td> <td>Personal Selling assessment</td> <td>3</td> <td>Percentage mark scheme</td> </tr> <tr> <td>003 Project Output (other than dissertation)</td> <td>Coursework</td> <td>Personal Development Plan</td> <td>4</td> <td>Percentage mark scheme</td> </tr> </tbody> </table>	Assessment	KIS	Description	Learning Outcomes	Marking Scheme	001 Project Output (other than dissertation)	Coursework	Written piece (1000-1500 words)	1 2	Percentage mark scheme	002 Practical skills assessment	Practical	Personal Selling assessment	3	Percentage mark scheme	003 Project Output (other than dissertation)	Coursework	Personal Development Plan	4	Percentage mark scheme	<p>Summative Assessment: You should ensure that assessments are relevant to the programme, varied and where possible allow for some flexibility e.g. written piece, verbal assessment (see TLA Strategy). It is also important here to consider the range of assessments on the programme as a whole and ensure consistency across a level. The following word count is recommended for written assessments: Level 3: 4000 words per 30 credit module. HE4: 5000 words for 30 credit module. HE5: 6000 words per 30 credit module. HE6: 6000 words for 30 credit module. HE7: 7000-8000 words for 30 credit module.</p>
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<p>Learning Resources</p> <hr/> <p>Description</p> <p>Burns, T. Sinfield, S. (2016) <i>Essential Study Skills</i>. London: Sage Publications</p> <p>Cameron, S. (2009) <i>The Business Student's Handbook: Learning Skills for Study and Employment</i>. Harlow: Prentice Hall</p> <p>Cottrell, S. (2013) <i>The Study Skills Handbook</i> (3rd ed.). Basingstoke: Palgrave Macmillan.</p> <p>Peck, J. and M. Coyle (2012) <i>The Student's Guide to Writing: Grammar, Punctuation and Spelling</i>. Basingstoke: Palgrave.</p> <p>Swan, M. (2005) <i>Practical English Usage</i> (3rd Ed). Oxford: Oxford University Press.</p> <p>Online: Pearson (2016) <i>Smarter Study Skills</i> [online]. Available from http://wps.pearsoned.co.uk/ema_uk_pp_studyskills</p> <p>University of Bolton (2016) LEAP Online. [online]. Available from http://www.bolton.ac.uk/bissto/home.aspx</p> <p>Discover@Bolton Webpage Discover@Bolton is a single search engine to search for books, ebooks, ejournals and other Library resources.</p>	<p>Learning Resources</p> <p>List text books and websites in University standard referencing – see http://www.bolton.ac.uk/bissto/Finding-Information/Referencing/Home.aspx</p> <p>Include journal titles for HE5- HE8 level modules.</p> <p>Ensure most recent editions of text books are included.</p>
<p>Feedback to Students</p> <p>Formative and summative assessment feedback will be provided electronically, verbally in seminar and tutorial sessions and in writing on standard feedback additional written commentary where appropriate within the terms of the University's guidelines, which is a maximum of 15 working days.</p>	<p>Feedback to Students:</p> <p>Here standard text can be inserted:</p> <p><i>Formative and summative assessment feedback will be made available both verbally and in written form. Feedback will be provided within the terms of the University's guidelines.</i></p>