

DATABASE SCREEN SHOT:	GUIDANCE NOTES:														
<p>2017-18 > Onwards</p> <p>RBM4001 (2017-18) Professional and Academic Skills</p> <table border="1"> <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>	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 their Partnership Management Team at the University of Bolton. 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>
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Marking Scheme	Numeric mark scheme (i.e. mark of 0-100)														
<p>Pass Mark 40%, none</p>	<p>Module Type, Size and Duration: You can choose from a number of module types on the drop down menu: <i>Standard, Dissertation, Placement, Work-based learning etc.</i></p>														
<p>Delivery Type This Module requires you to attend particular classes or events at particular times and in particular locations.</p>	<p>The duration of a module is usually one or two semesters. Please do specify weeks unless agreed by SEO. If opting for a two semester delivery of a standard module, a justification is likely to be required at approval.</p>														
<p>Pre-Requisites None Specified</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>Co-Requisites None Specified</p>	<p>Marking Scheme: Options on the dropdown menu are: <i>Numeric mark scheme, Grade mark scheme i.e. P, F, L or I grade, Combination of numeric marks and grades.</i></p>														
<p>Barred Combinations None Specified</p>	<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>Module Outline This skills module is designed to help students develop their academic, professional and life skills, as well as set personal goals. It also introduces good customer service and effective complaints handling in a retail context Taught (T), Developed (D) and Assessed (A).</p>	<p>ECTS (European Credit Transfer and Accumulation System) are equivalent to half the CAT credit value and are automatically calculated by the database</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 rest of the module specification has been finalised. The Module Outline will need to reflect what is specified in the <i>module contents</i> and module learning outcomes. Clear, student-friendly terminology is advised.</p> <p>In this section explain how the module is current (CONTEMPORARY), will consolidate learning (CONSOLIDATION) and how the module components reinforce one another (COHESION)</p> <p>Indicate which GAME (UG) or GAME+ (PG) attributes will be assessed in the module (up to 2 GAME attributes for a 20 credit module, 3 attributes to for a 30 credit module etc.) – Map GAME and GAME+ by programme level before specifying.</p>														

<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: List the topics/areas of study and skills development which will be covered in the delivery in clear and simple terms. Ensure that current topics are covered (CONTEMPORARY) Check topics/areas of study and skills development include the necessary content to meet the module learning outcomes and the GAME/GAME+ attributes listed.</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 and tutorial certain independence in their study by completing additional research from recognised academic sources outside the formal lect tutorials will allow for guidance and feedback on progression within the module. Blended learning utilising the online Virtual Learn 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> A general statement will allow a module tutor to tailor-make deliveries (COHORT), which can be outlined in more detail in the Module Guide. N.B. Such text will not exclude 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. 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. Refer to the University’s Best Practice Guide to Curriculum Design</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 understood, 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: Formative assessment is 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.” (QAA 2016). Examples of formative assessment include presentations of work in progress, quizzes, phase tests, 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 formative assessment, which can be outlined in more detail in the Module Guide (COHORT). 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 their skills. The 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. Plan the assessment strategy for the programme as a whole. Ensure that assessments effectively consolidate learning (CONSOLIDATION), and are authentic, accessible and secure. Where possible allow for some optionality in relation to the assessment type, e.g. written piece, verbal assessment, and focus (CHOICE).</p> <p>Normally* two pieces of assessment are required for a 20 credit or 30 credit module, and three or four assessments for a 40 credit module. Having more than one assessment piece per module allows feedback on an earlier assessment to inform a later one and avoids the problem of bunching of deadlines at the end of a teaching period. For a 20 credit module consider having a smaller assessment which either informs or extends the learning of a larger assessment. *If a number of small items of assessment are required, these can be incorporated into one portfolio assessment however.</p> <p>When writing the strategy, don’t be too specific about the assessment required – Details can be provided in the Module Guide (COHORT).</p> <p>Refer to the University’s <i>Best Practice Guide to Curriculum Design</i></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: It is important that the information matches the descriptions in the Summative Assessment Strategy section</p> <p>Refer to the University’s <i>Best Practice Guide to Curriculum Design</i></p> <p>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> <p>Description</p> <p>Burns, T. Sinfield, S. (2016) Essential Study Skills. London: Sage Publications</p> <p>Cameron, S. (2009) The Business Student's Handbook: Learning Skills for Study and Employment. Harlow: Prentice Hall</p> <p>Cottrell, S. (2013) The Study Skills Handbook (3rd ed.). Basingstoke: Palgrave Macmillan.</p> <p>Peck, J. and M. Coyle (2012) The Student's Guide to Writing: Grammar, Punctuation and Spelling. Basingstoke: Palgrave.</p> <p>Swan, M. (2005) Practical English Usage (3rd Ed). Oxford: Oxford University Press.</p> <p>Online: Pearson (2016) Smarter Study Skills [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>Ensure that the resource list includes the most recent sources (CONTEMPORARY)</p> <p>Identify: Essential Resources (maximum of three), Recommended Resources (maximum of six) – include journal articles as well as text books.</p> <p>For modules on programmes delivered at the University Bolton campus, complete the Resource List form available via https://libguides.bolton.ac.uk/academic-staff/resource-lists and send it to the Library via library-requests@bolton.ac.uk. Then provide a link to the online resource list under Learning Resources. Where a module is also being run in other geographical locations with differentiated resource lists, please also add the following text under learning resources: <i>Where this module is delivered in a different location to the University Bolton campus, a differentiated resource list can be found in the Module Guide.</i></p> <p>For modules on programmes delivered solely a partner location, list the resources using the standard University of Bolton referencing style as this is what we expect of students– see: https://libguides.bolton.ac.uk/resources/referencing/.</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 template 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 provided in the Module Guide.</i></p>