

DATABASE SCREEN SHOT:	GUIDANCE NOTES:																				
<p><b>BSc (Hons) Retail Business Management with Foundation Year</b></p> <p><b>BAM002-F-UOB-FX-01 Full Time</b></p> <hr/> <p> <b>Awarding Institution:</b> The University of Bolton  <b>Teaching Institution:</b> The University of Bolton  <b>Ucas Code:</b>  <b>JACS Code:</b> N240  <b>Language Of Study:</b> English  <b>Notes:</b> </p> <p><b>Professional Accreditation</b> None Associated with this programme</p> <p><b>Programme Awards</b></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Type</th> <th>Level</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Honours Degree (BSc)</td> <td>Final Award</td> <td>Level 6</td> <td>Retail Business Management</td> </tr> <tr> <td>Diploma of Higher Education (DipHE)</td> <td>Exit or Fallback Award</td> <td>Level 5</td> <td>Retail Business Management</td> </tr> <tr> <td>Certificate of Higher Education (CertHE)</td> <td>Exit or Fallback Award</td> <td>Level 4</td> <td>Retail Business Management</td> </tr> <tr> <td>Foundation Certificate (FndCert)</td> <td>Exit or Fallback Award</td> <td>Level 3</td> <td>Retail Business Management</td> </tr> </tbody> </table> <p><b>Benchmark Statements</b> The following benchmark statements apply to this programme:</p> <ul style="list-style-type: none"> <li>Business and Management (2015)</li> </ul> <p><b>Internal and External Reference Points</b></p> <ol style="list-style-type: none"> <li>UK Quality Code for Higher Education</li> <li>The University of Bolton awards framework</li> </ol> <p><b>Other Points of Reference</b></p> <ul style="list-style-type: none"> <li>Chartered Manager Degree Apprenticeship Standards</li> </ul> <p><b>General Entry Requirements</b> You should have a minimum of two GCE A2-level passes (or equivalent), including any subject; and five GCSEs at grade C or above (or equivalent), including English. You may be required to attend an interview and/or provide a portfolio of work.</p> <p><b>Additional Criteria</b></p> <ul style="list-style-type: none"> <li>Students with non-traditional entry qualifications but relevant experience or a suitable portfolio of work which is deemed a reasonable substitute for the qualifications may be made an offer.</li> </ul> <p><b>Additional Admission Matters</b> There are no additional Admission Matters associated with this Programme.</p>	Title	Type	Level	Description	Honours Degree (BSc)	Final Award	Level 6	Retail Business Management	Diploma of Higher Education (DipHE)	Exit or Fallback Award	Level 5	Retail Business Management	Certificate of Higher Education (CertHE)	Exit or Fallback Award	Level 4	Retail Business Management	Foundation Certificate (FndCert)	Exit or Fallback Award	Level 3	Retail Business Management	<p><b>GUIDANCE NOTES:</b></p> <p><b>Programme Code:</b> The Programme Code is generated by the Standards and Enhancement Office, together with the Programme Specification “shell”, following the planning meeting.</p> <p><b>Programme Title:</b> Enter the name of the programme – <b>with (Hons) as a prefix</b> if the programme specification relates to an honours degree. <b>Do not include the qualification letters</b> e.g. FdSc, BDes etc. <b>or the place of delivery</b> in the title. Examples of titles: (Hons) Business Management, (Hons) Business Management (HE6 Top Up) (Hons) Business Management with Foundation Year.</p> <p><b>Awarding Institution:</b> This will usually be the University of Bolton</p> <p><b>Delivering Institution:</b> This will be the University of Bolton unless the programme is delivered at a partner.</p> <p><b>UCAS Code:</b> Please contact Recruitment and Admissions (Off-campus partners will need to contact OfCD)</p> <p><b>HECOS Code:</b> See: <a href="https://www.hesa.ac.uk/collection/c18061/a/hecos">https://www.hesa.ac.uk/collection/c18061/a/hecos</a></p> <p><b>Academic Year:</b> Add the start year for the programme</p> <p><b>Language of Study:</b> This will automatically be filled in as “English”</p> <p><b>Fitness to Practice:</b> Yes or N/A</p> <p><b>Professional Accreditation:</b> If the programme is accredited by a professional body then click on “Add New” and select from the drop down menu. If the relevant PSRB is not on the drop down menu, then please contact SEO.</p> <p><b>Programme Awards:</b> Some standard structures are displayed on the table in Annex 1.</p> <p><b>Benchmark Statements:</b> Ensure the most up to date QAA Subject Benchmark Statement is identified. See: <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a> as well as QAA Characteristics Statements. See: <a href="https://www.qaa.ac.uk/en/quality-code/supporting-resources">https://www.qaa.ac.uk/en/quality-code/supporting-resources</a></p> <p><b>Internal and External References:</b> Select <b>UK Quality Code for Higher Education</b> and <b>The University of Bolton Awards Framework</b>. Add any PSRB references if applicable.</p> <p><b>Other:</b> If there are any other references, select “Add New” and identify these.</p> <p><b>General Entry Requirements:</b> Select the appropriate statement for the programme level and any specific “A” levels and/or GCSEs. If no specific subjects are required, enter “any subject” in the blank boxes.</p> <p><b>Additional Criteria:</b> Identify any non-standard criteria – see left for an example.</p> <p><b>Additional Admissions Matters:</b> Select one or more from the following options: DBS, Attend Interview, Portfolio and Industry Experience.</p>
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	<p><b>Aims:</b> Ensure these reflect the nature of the programme. Write in clear and engaging</p>																				

<p><b>Aims of the Programme</b></p> <p>The principal aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• Develop your skills, knowledge and experience in order to effectively manage and lead teams within retail organisations</li> <li>• Enhance your employability within a retail environment and to enable you to pursue further study at post-graduate level.</li> <li>• Enable you to adopt critical and analytical approaches to problem solving and the investigation of retail related problems and issues</li> <li>• Provide a stimulating curriculum which is responsive to nature and demands of retail sector and encompasses new developments and trends</li> </ul> <p><b>Distinctive Features of the Programme</b></p> <ul style="list-style-type: none"> <li>• A foundation year provides you with a firm grounding in academic and retail skills</li> <li>• The programme is informed by retail employers and recognises current developments in retailing</li> <li>• Career and life skills such as leadership, team management and professional communication have been integrated into the programme to develop and enhance employability</li> <li>• Class room based learning is supplemented by work-based learning, industry visits and guest speakers</li> <li>• The programme is taught by experienced retail professionals and academics</li> </ul> <p><b>Learning Outcomes</b></p> <p>Knowledge &amp; Understanding</p> <p>On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Retail organisations, their leadership and management and the complex environments in which they operate</li> <li>• Retail operations, processes and practices, together with their interrelationships</li> <li>• The customer journey and the importance of providing a positive customer experience</li> <li>• Retail strategies and managing effective relationships with key stakeholders</li> </ul> <p>Cognitive, Intellectual or Thinking Skills</p> <p>On completion of the programme successful students will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate and critically appraise theoretical approaches and models and synthesise contrasting ideas</li> <li>• Solve complex problems and generate effective solutions</li> <li>• Employ critical self-reflection and make justified independent judgements</li> <li>• Select and critically apply appropriate theories and skills</li> </ul> <p>Practical, Professional or Subject-specific Skills</p> <p>On completion of the programme successful students will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Communicate information and ideas in a professional manner using appropriate strategies</li> <li>• Apply effective independent research approaches in order to identify and critically analyse information</li> <li>• Demonstrate effectiveness both as an independent learner, team member and manager using a professional and responsible approach</li> <li>• Demonstrate flexibility and initiative in developing effective solutions to retail problems</li> </ul> <p>Transferable, Key or Personal Skills</p> <p>On completion of the programme successful students will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Be self-aware and act in a professional and sensitive manner</li> <li>• Manage themselves in terms of time, organisation, engagement, motivation, initiative and resilience.</li> <li>• Use interpersonal skills effectively, including listening, influencing, negotiation and conflict resolution</li> <li>• Make effective and confident use of appropriate information technologies</li> <li>• Determine and reflect on academic, professional and personal goals</li> </ul>	<p>terms. Include necessary content to meet the learning outcomes specified on the Programme Specification and Module Specifications. Start each aim with a verb as these will be displayed under the tag: <i>The principal aims of the programme are to.....</i></p> <p>+ Refer to the University’s <b>Best Practice Guide to Curriculum Design and Delivery</b>.</p> <p><b>Distinctive Features of the Programme:</b> Consider the programme’s unique selling points (USPs). Include Career and Life Skills development (refer to GAME attributes)</p> <p>Whilst an <i>honours degree with Foundation Year</i> or <i>HE6 Top up</i> is likely to have similar USPs to a standard honours degree programme, you may wish to add to the following -</p> <p><b>HE6 Top-up:</b> <i>This is a Top-up programme designed to allow you to progress from a prior approved qualification to an honours level degree.</i></p> <p><i>A programme of workshops/induction will support you in the development of honours degree level research approaches and skills.</i></p> <p><b>Honours with Foundation Year:</b> A Foundation year provides you with a firm grounding in academic and xxx skills/underpinning knowledge.</p> <p><b>Learning Outcomes (LOs):</b> Specify between <b>4 and 6</b> LOs for each category. Refer to the QAA Subject Benchmark Statements and the University’s <i>Best Practice Guide to Curriculum Design and Delivery</i>. Ensure Programme LOs are reflected/covered in the intended Module LOs.</p> <p><b>Knowledge and Understanding:</b> Identify theories, practices and the nature of the work environment. These LOs should not contain any verbs as they follow the following tag: <i>On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:</i></p> <p><b>Cognitive, Intellectual and Thinking Skills:</b> These should reflect the level descriptors QAA Frameworks for HE Qualifications - see: <a href="https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks">https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks</a></p> <p>Start each LO with a verb which is appropriate to the level of the final award. Examples:</p> <p>Level 3 and HE4: explain, describe, discuss.</p> <p>HE5: Analyse, appraise, compare and contrast.</p> <p>HE6 and HE7: Critically appraise, critically evaluate, synthesise.</p> <p>HE7 also include: Solve complex problems, develop creative or innovate solutions/recommendations.</p> <p><b>Practical, Professional and Subject-specific Skills:</b> These should be appropriate for the nature of the programme and subject.</p> <p><b>Transferrable, Key and Personal Skills:</b> Consider life skills, such as, resilience and initiative, as well as reflection on academic, professional and personal goals.</p> <p>The following document contains some further useful guidance on learning outcomes: <a href="https://www.heacademy.ac.uk/system/files/writing_learning_outcomes.pdf">https://www.heacademy.ac.uk/system/files/writing_learning_outcomes.pdf</a></p>
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**Programme Structure**

All modules at FE3, HE4 and HE5 are core. At HE6 you will either take the 40 credit Dissertation or the Work-based Project (for those in suitable retail employment) together with two core modules Strategic Retail Management and Omni-Channel Retailing Strategies. You will also select two from three 20 credit options. The duration of delivery is normally 4 years.

**Module List**

Title	Module Code	COE <sup>1</sup>
The Retailing Environment	RBM3001	C
People in Retailing	RBM3002	C
Academic Skills and PDP	BMP3001	C
Further Academic Skills	BMP3003	C
Applied Business Finance	BMP3005	C
Practical Digital Marketing	BMP3008	C
Professional and Academic Skills	RBM4001	C
The UK Retail Industry	RBM4002	C
Retail Business Law	RBM4003	C
Contemporary Issues in Marketing	BMP4004	C
Information Systems and Big Data Analysis	BMP4005	C
People and Performance	BMP4008	C
Retail Management and Career Development	RBM5001	C
Consumer Behaviour	RBM5002	C
Retail Operations	RBM5003	C
Leading and Managing Teams	RBM5004	C
Financial Management and Decision Making	BMP5006	C
Work-based Project (Retail Management)	RBM6000	O
Retail Business Management Dissertation	RBM6001	O
Strategic Retail Management	RBM6002	C
Omni-Channel Retailing Strategies	RBM6003	C
Integrated Digital Marketing Strategy	BMP6008	O
Procurement Management	SCM6008	O
Project Management	SCM6009	O

<sup>1</sup> Core, Optional, Elective

**Learning & Teaching Strategies**

The programme uses a blended learning approach, combining face to face sessions with online and practical work, as appropriate. The learning and teaching methods typically used by tutors include, lectures, seminars, guest speakers, workshops, tutorials and retailer observations. Students will also adopt work-based learning as part of their employment or on a work experience placement. A significant amount of personal study time is expected to be undertaken by the student comprising, for example, background reading, assignment work, preparation for seminars and revision for examinations. This will further be enhanced by a social learning community including a peer support programme and enhanced personal tutoring

**Learning Activities (KIS entry)**

Course Year	HE4	HE5	HE6	HE7
Scheduled learning and teaching activities	34%	17%	23%	n/a
Guided independent study	66%	66%	77%	n/a
Placement/study abroad	n/a	17%	n/a	n/a

**Programme Structure**

An explanation of the programme structure is required for the HEAR (Higher Education Achievement Record). This section should include: Differentiation between core and any option modules – together with credit requirements for each level including fall-back awards.

Example:

*This bachelors degree programme comprises 360 credits in total, with 120 credits awarded at each level (HE4, HE5 and HE6). All modules at HE4 and HE5 are core. At HE6 there are 3 core modules and a choice of 2 from 3 options. Fall-back awards are given to those students who do not gain the full 360 credits required for the BSc (Hons), as follows: Certificate of Higher Education -120 credits minimum, Diploma of Higher Education -240 credits minimum.*

**Module List**

Add modules in the order you wish them to be displayed on the programme spec. Insert the module code and select whether the module is core or optional. As it is not possible to modify a module once it has been input (it can only be deleted), it is a good idea to rank the modules using odd numbers only. In this way any additional modules can be inserted in the correct place at a later date using an even number.

N.B. The title of the module will only appear once the module specification has been edited on the module database. Do not progress the programme spec until all module titles are displayed.

**Learning and Teaching Strategies:**

A broad statement here will allow tutors the flexibility to adopt diverse learning and teaching approaches which are stimulating, personalised and inclusive – and which are informed by reflection, evaluation and scholarship.

Also refer to the University's *Best Practice Guide to Curriculum Design and Delivery*.

**Learning Activities (KIS entry)**

Here you will manually need to calculate the % of scheduled learning and teaching activities, guided independent study and placement learning drawing on the Module Specification hours. Ensure the totals at each level add up to 100%.

**Assessment Strategy**

Assessment tasks are linked to the learning outcomes of each module and are completed before the end of the module. Module assessments typically involve written coursework, oral presentations, time constrained activities, practicals and portfolios. Formative Assessment, which does not contribute to the final mark, is given to help the student improve their work in future. Feedback may be given to the student verbally/written/online. Feedback for summative assessment, which does contribute towards the final result, is normally given in writing to the student, with the opportunity for the student to receive more detailed verbal explanation.

**Assessment Methods (KIS entry)**

Course Year	HE3	HE4	HE5	HE6	HE7
Written exams	8%	18%	25%	25%	n/a
Coursework	62%	54%	58%	63%	n/a
Practical Exams	30%	28%	17%	12%	n/a

**Assessment regulations**

Assessment Regulations for Undergraduate Programmes apply to this programme.

**Grade Bands & Classifications**

Undergraduate Honours Degree

Regulations can be found at: <http://www.bolton.ac.uk/studentinformation-policy/zoneHome.aspx>

**Role of External Examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

**Support for Student Learning**

- The programme is managed by a Programme Leader
- Welcome Week introduces the student to the University and their programme
- Each student has a Personal Tutor who is responsible for support and guidance
- Personal Development Planning integrated into all programmes
- Feedback is available on formative and summative assessments
- The Student Centre provides a one-stop shop for information and advice
- Comprehensive guidance is available from the University Student Support Services including housing and accommodation advice, counselling, financial and careers advice, and support via the University disability team
- The Chaplaincy where Chaplains and Pastoral Assistants are available from different traditions, faiths and world-views
- Library and IT services are a very good source of advice and support with excellent study skills sessions and materials
- There are Student Liaison Officers attached to each School
- The Students' Union advice services
- Programme Handbooks and Module Guides which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for international students
- The online Student Information – Policy Zone provides all regulatory and policy information in one place

**Methods of Evaluating & Enhancing the Quality of Learning Opportunities**

- Student Staff Liaison Committees
- Module evaluations by students
- Programme and University Student Surveys
- Annual quality monitoring and action planning through Programme Plans (PPs) including data analysis, Subject Annual Self Evaluation Reports (SASERs), School Quality Enhancement Plans (SQEPs), University Quality Enhancement Plans (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External Examiner reports

**Sources of Information**

- Student Portal <http://www.bolton.ac.uk/Students/Home.aspx>
- Students Union <http://www.ubsu.org.uk/>
- External Examiner Report <http://www.bolton.ac.uk/examreports>
- Careers <http://www.bolton.ac.uk/Careers/Home.aspx>

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**Summative Assessment Strategy:** Here a brief summary of the programme's assessment strategy is provided. To allow for flexibility, it is advised to provide general details on formative and summative assessment, as well as assessment feedback.

Also refer to the University's *Best Practice Guide to Curriculum Design and Delivery*

**Assessment Methods (KIS entry):** Here you will manually need to calculate the % of written exams, coursework and practical exams/assessments by drawing on the Module Specification percentages. Ensure the totals at each level add up to 100%.

**Assessment Regulations:** Select one from

- Assessment Regulations for Undergraduate Programmes
- Assessment Regulations for Postgraduate Programmes
- Other Regulations\*

\*If there are supplementary regulations, for example from professional bodies then select "Other Regulations" and provide a web-link to the regulations.

**Grade Bands and Classifications:** Select the type of programme from the menu.

**Role of External Examiners:** The text here is pre-entered.

**Support for Student Learning:**

**General Support:** Select the support mechanisms which apply from the list presented (normally everything listed). A different list for On- and Off-campus courses is generated.

**Programme Specific Support:** Any other support should be added here. Ensure this support will be available year-on-year – and that it is explained in the Programme Handbook.

**Methods of Evaluating and Enhancing the Quality of Learning Opportunities:**

**General Methods:** Select the methods which apply from the list presented (normally everything listed).

**Programme Specific Methods:** Any other methods should be added here.

**Sources of Information:**

**Generic Sources of Information:** Select the methods which apply from the list presented For On-Campus programmes this is normally everything listed. For Off-Campus programmes, some options might not be relevant.

**Custom Sources of Information:** Add any other sources of information, together with a web-link. For Off-Campus programmes, add the partner website as a minimum.

## Annex 1: Programme Awards: Examples of Standard Programme Structures

	Foundation Degree	Standard honours degree	Honours degree + Foundation Year	Honours degree – HE6 Top-up	Master's Degree
<b>Award</b>	Foundation Degree	Honours Degree	Honours Degree	Honours Degree	Master's Degree
	FdA/FdSc	BSc/BA/BSc/LLB/BEd/BEng	BSc/BA/BSc/LLB/BEd/BEng	BSc/BA/BSc/LLB/BEd/BEng	MA/MSc/MBA/MEd/LLM/ MMath/MDes
<b>Title</b>	Subject only	Subject only	Subject only	Subject only	Subject only
<b>Type</b>	Final Award	Final Award	Final Award	Final Award	Final Award
<b>Level</b>	HE5	HE6	HE6	HE6	HE7
<b>Award</b>	Certificate of Higher Education	Diploma of Higher Education	Diploma of Higher Education		Postgraduate Diploma
	Cert HE	Dip HE	Dip HE		PgDip
<b>Title</b>	Subject only	Subject only	Subject only		Subject only
<b>Type</b>	Exit or Fall-back Award	Exit or Fall-back Award	Exit or Fall-back Award		Exit or Fall-back Award
<b>Level</b>	HE4	HE5	HE5		HE7
<b>Award</b>		Certificate of Higher Education	Certificate of Higher Education		Postgraduate Certificate
		Cert HE	Cert HE		PgCert
<b>Title</b>		Subject only	Subject only		Subject only
<b>Type</b>		Exit or Fall-back Award	Exit or Fall-back Award		Exit or Fall-back Award
<b>Level</b>		HE4	HE4		HE7
<b>Award</b>			Foundation Certificate		
			FndCert		
<b>Title</b>			Subject only		
<b>Type</b>			Exit or Fall-back Award		
<b>Level</b>			Fd Year/Access/Level 3		