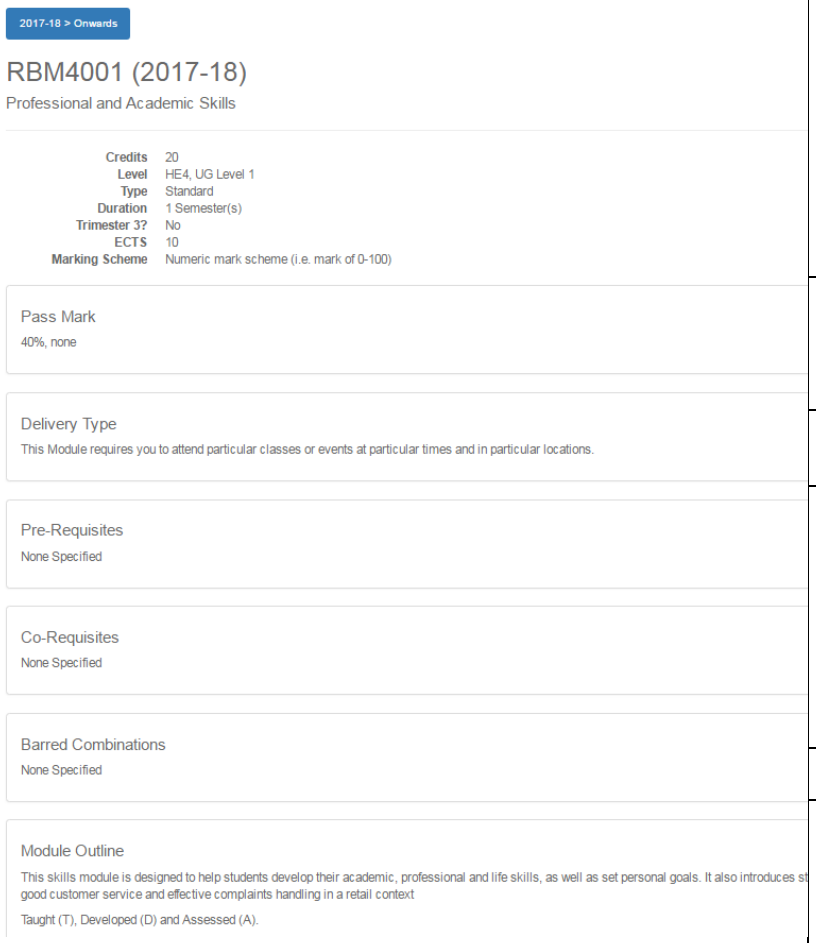
Guidelines for Preparing a Module Specification

DATABASE SCREEN SHOT:	GUIDANCE NOTES:
	**Module Codes:** Module codes are generated by Student Data Management. Off-campus partners should contact their Quality and Compliance Lead at the University of Greater Manchester. 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. **Module Type, Size and Duration:** You can choose from a number of module types on the drop down menu: *Standard, Dissertation, Placement, Work-based learning etc.* The duration of a module for block is normally 5 weeks, with non block being one or two semesters. **Pre-Requisites, Co-requisites and Barred Combination**: Pre-requisites and co-requisites should be used sparingly with justification provided at approval. **Marking Scheme:** Options on the dropdown menu are: *Numeric mark scheme, Grade mark scheme i.e. P, F, L or I grade, Combination of numeric marks and grades.* 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. ECTS (European Credit Transfer and Accumulation System) are equivalent to half the CAT credit value and are automatically calculated by the database **Academic Year:** Select the year in which the programme will start from the drop-down menu. **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 m*odule contents* and module learning outcomes. Clear, student-friendly terminology is advised. In this section explain how the module is current (CONTEMPORARY), will consolidate learning (CONSOLIDATION) and how the module components reinforce one another (COHESION) **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)

Indicative Content

	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

Learning Outcomes

	Description
1	Demonstrate effective academic skills including research, referencing and academic writing
2	Recognise and explain the importance of effective customer service and complaints handling
3	Demonstrate effective personal selling skills
4	Reflect on the development of academic, professional and life skills to enhance personal development

Learning And Teaching Strategy

Tutor led sessions will consolidate this information with a mix of standard lectures coupled with group work sessions and tutoria certain independence in their study by completing additional research from recognised academic sources outside the formal lec tutorials will allow for guidance and feedback on progression within the module. Blended learning utilising the online Virtual Lear delivery materials, plus additional on line activities.

Check topics/areas of study and skills development include the necessary content to meet the module learning outcomes.

Learning Outcomes (LOs): Under the UGM way there are to be **3** LOs per 20 credit module (this may increase depending on PSRB).

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. (CHALLENGE)

See: https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

Ensure learning outcomes are *specific, measurable, valid* and *fair.*

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.

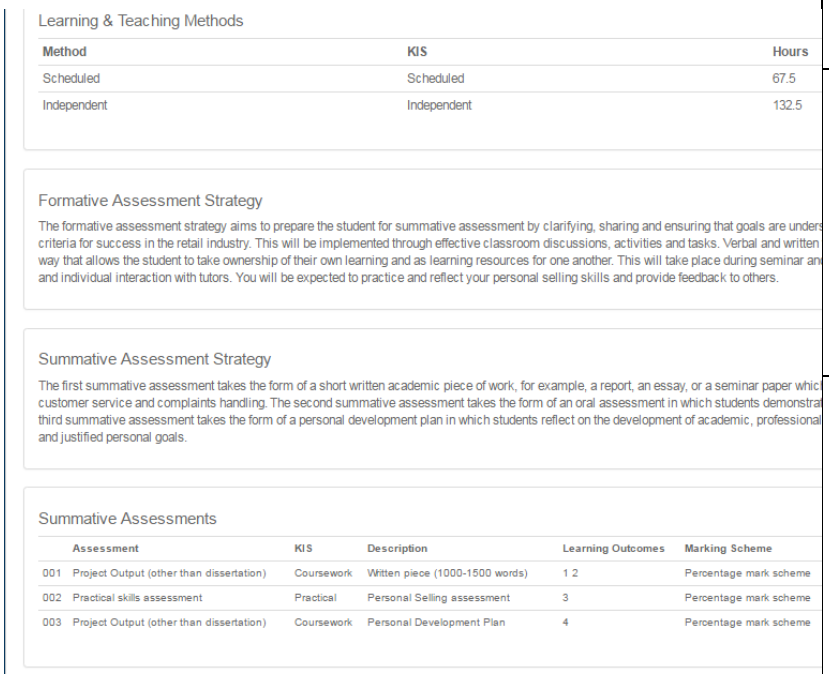
Measurable: Avoid starting with verbs such as "appreciate" and "understand". How can these be easily measured? **Valid:** Avoid LOs which don't challenge the students to the required expectations e.g. "Demonstrate xxx practical skills". Alternative: "demonstrate effective xxx practical skills in response to a given brief" (CHALLENGE) **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"

Other considerations: Do not specify the assessment type in the LO, e.g. "produce a portfolio", "write an essay". However, it is important that the **LOs can be assessed by the assessment type.**

Refer to the University's ***Best Practice Guide to Curriculum Design***

Learning and Teaching Strategy: This section might include general text which is relevant to standard modules within a programme. E.g. *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.* 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***



Learning & Teaching Methods

Method	KIS	Hours
Scheduled	Scheduled	67.5
Independent	Independent	132.5

Formative Assessment Strategy

The formative assessment strategy aims to prepare the student for summative assessment by clarifying, sharing and ensuring that goals are unders
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 an
and individual interaction with tutors. You will be expected to practice and reflect your personal selling skills and provide feedback to others.

Summative Assessment Strategy

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 whic
customer service and complaints handling. The second summative assessment takes the form of an oral assessment in which students demonstra
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.

Summative Assessments

	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

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.

Continuous Assessment Strategy: Here a brief summary of the module's assessment methods is provided. It is important that the strategy 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).

For block delivery 1 piece of assessment is required, which can be built up with individual components over the block (PSRB …..).

For non block delivery 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.

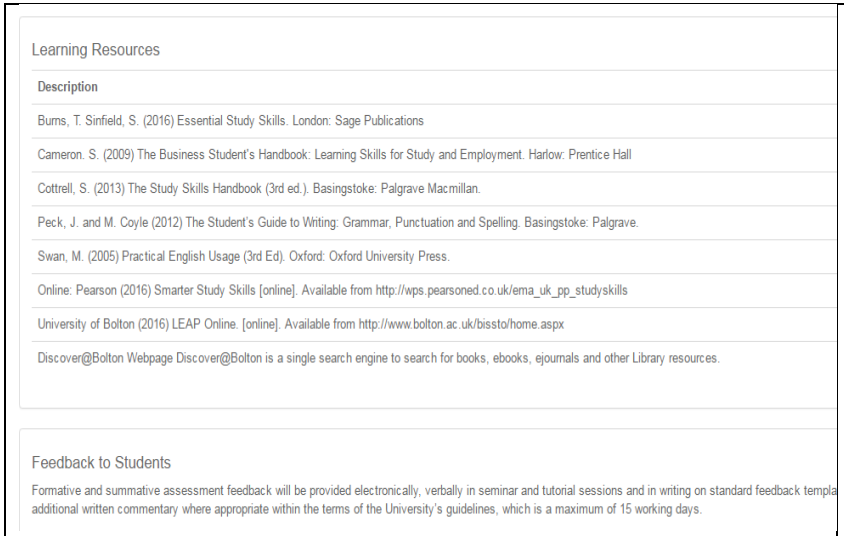
When writing the strategy, don't be too specific about the assessment required – Details can be provided in the Module Guide (COHORT).

Refer to the University's ***Best Practice Guide to Curriculum Design***

Summative Assessment: It is important that the information matches the descriptions in the Summative Assessment Strategy section

Refer to the University's ***Best Practice Guide to Curriculum Design***

The following word count is recommended for written assessments: Level 3: 2500 words per 20 credit module. HE4: 3500 words for 20 credit module. HE5: 4000 words per 20 credit module. HE6: 4000 words for 20 credit module. HE7: 4500 words for 20 credit module.



Learning Resources

Description
Burns, T. Sinfield, S. (2016) Essential Study Skills. London: Sage Publications
Cameron. S. (2009) The Business Student's Handbook: Learning Skills for Study and Employment. Harlow: Prentice Hall
Cottrell, S. (2013) The Study Skills Handbook (3rd ed.). Basingstoke: Palgrave Macmillan.
Peck, J. and M. Coyle (2012) The Student's Guide to Writing: Grammar, Punctuation and Spelling. Basingstoke: Palgrave.
Swan, M. (2005) Practical English Usage (3rd Ed). Oxford: Oxford University Press.
Online: Pearson (2016) Smarter Study Skills [online]. Available from http://wps.pearsoned.co.uk/ema_uk_pp_studyskills
University of Bolton (2016) LEAP Online. [online]. Available from http://www.bolton.ac.uk/bissto/home.aspx
Discover@Bolton Webpage Discover@Bolton is a single search engine to search for books, ebooks, ejournals and other Library resources.

Feedback to Students

Formative and summative assessment feedback will be provided electronically, verbally in seminar and tutorial sessions and in writing on standard feedback templa additional written commentary where appropriate within the terms of the University's guidelines, which is a maximum of 15 working days.

Learning Resources

Ensure that the resource list includes the most recent sources (CONTEMPORARY)

Identify: Essential Resources (maximum of three), Recommended Resources (maximum of six) – include journal articles as well as text books.

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: *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.*

For modules on programmes delivered solely at 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/.

Feedback to Students:

Here standard text can be inserted:

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.