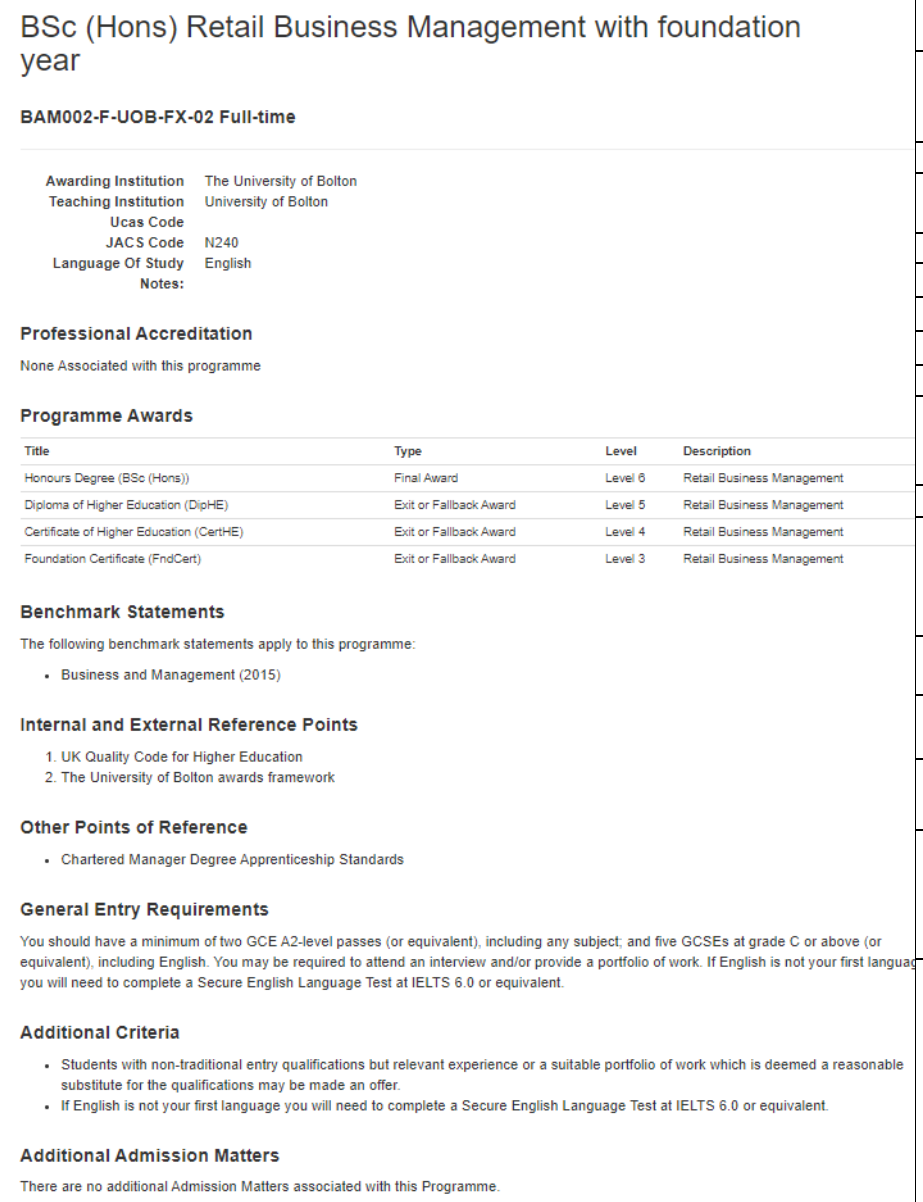
| DATABASE SCREEN SHOT: | GUIDANCE NOTES: |
|---|---|
|  | **Programme Code:** The Programme Code is generated by the Quality Transformation Unit (QTC), together with the Programme Specification "shell", following the planning meeting. |
| | **Programme Title:** Enter the name of the programme – **with (Hons) as a prefix** if the specification relates to an honours degree. **Do not include the qualification letters** e.g. FdSc, BDes etc. **or the place of delivery** in the title. |
| | **Awarding Institution:** This will usually be the University of Greater Manchester (see Annex 1) |
| | **Delivering Institution:** This will be the University of Greater Manchester unless the programme is delivered by a partner. |
| | **HECOS Code:** See: https://www.hesa.ac.uk/collection/c22061/a/hecos |
| | **Language of Study:** This will automatically be filled in as "English" |
| | **Academic Year:** Add the start year for the programme |
| | **Block Teaching:** Select either Yes or N/A |
| | **Fitness to Practice:** Select either Yes or N/A |
| | **Professional Accreditation:** 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 QTU. |
| | **Programme Awards:** Please select from the drop down menu. |
| | **Benchmark Statements:** Ensure the most up to date QAA Subject Benchmark Statement is identified. See: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements as well as QAA Characteristics Statements. See: https://www.qaa.ac.uk/quality-code/characteristics-statements. Include the date of the statements in brackets after the title of the statement. |
| | **Internal and External References:** Select **OfS Sector-Recognised Standards**, **UK Quality Code for Higher Education** and The **University of Bolton Awards Framework.** |
| | **Other Points of Reference:** If there are any other references, select "Add New" and identify these. **For apprenticeship programmes**, include the exact name of the apprenticeship standard here. |
| | **General Entry Requirements:** 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". |
| | **Additional Criteria:** Identify any non-standard criteria. **For apprenticeship programmes** include: *Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. Applicants must be sponsored by their employer and employed in a relevant role at an appropriate level. A Degree Apprentice cannot be self-employed.* |
| | **Additional Admissions Matters:** Select one or more from the following options: DBS, Attend Interview, Portfolio and Industry Experience. |

### Aims of the Programme

The principal aims of the programme are to:

- Develop your skills, knowledge and experience in order to effectively manage and lead teams within retail organisations
- Enhance your employability within a retail environment and to enable you to pursue further study at post-graduate level.
- Enable you to adopt critical and analytical approaches to problem solving and the investigation of retail related problems a
- Provide a stimulating curriculum which is responsive to nature and demands of retail sector and encompasses new devel

### Distinctive Features of the Programme

- A foundation year provides you with a firm grounding in academic and retail skills
- The programme is informed by retail employers and recognises current developments in retailing
- Career and life skills such as leadership, team management and professional communication have been integrated into th and enhance employability
- Class room based learning is supplemented by work-based learning, industry visits and guest speakers
- The programme is taught by experienced retail professionals and academics

### Learning Outcomes

#### Knowledge & Understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

- Retail organisations, their leadership and management and the complex environments in which they operate
- Retail operations, processes and practices, together with their interrelationships
- The customer journey and the importance of providing a positive customer experience
- Retail strategies and managing effective relationships with key stakeholders

#### Cognitive, Intellectual or Thinking Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Evaluate and critically appraise theoretical approaches and models and synthesise contrasting ideas
- Solve complex problems and generate effective solutions
- Employ critical self-reflection and make justified independent judgements
- Select and critically apply appropriate theories and skills

#### Practical, Professional or Subject-specific Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Communicate information and ideas in a professional manner using appropriate strategies
- Apply effective independent research approaches in order to identify and critically analyse information
- Demonstrate effectiveness both as an independent learner, team member and manager using a professional and responsi
- Demonstrate flexibility and initiative in developing effective solutions to retail problems

#### Transferable, Key or Personal Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Be self-aware and act in a professional and sensitive manner
- Manage themselves in terms of time, organisation, engagement, motivation, initiative and resilience.
- Use interpersonal skills effectively, including listening, influencing, negotiation and conflict resolution
- Make effective and confident use of appropriate information technologies
- Determine and reflect on academic, professional and personal goals

**Aims:** Ensure these reflect the nature of the programme. Write in clear and engaging 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: *The principal aims of the programme are to……*

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

**Distinctive Features of the Programme:** Consider the programme's unique selling points (USPs). Include career and life skills development. Additional features may include:

**HE6 Top-up:** *This is a Top-up programme designed to allow you to progress from a prior approved qualification to an honours level degree. A programme of workshops/induction will support you in the development of honours degree level research approaches and skills.*

**BSc/BA Hons with Foundation Year:** *A Foundation year provides you with a firm grounding in academic and xxx skills/underpinning knowledge.*

**Apprenticeship**: *+This degree apprenticeship has been developed in line with the apprenticeship standard and industry requirements, which enables the apprentice to apply University learning in the workplace + Apprentices will receive additional support to complete their end-point assessments*

**Learning Outcomes (LOs):** Specify between **4 and 6** LOs for each category.

Refer to the QAA Subject Benchmark Statements, the University's ***Best Practice Guide to Curriculum Design*** and the OfS Sector recognised Standards – Qualification Descriptors: https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf . Ensure Programme LOs are covered by the intended Module LOs.

**Knowledge and Understanding:** Identify theories, practices and the nature of the environment. These LOs should not contain any verbs as they follow the following tag: *On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:*

**Cognitive, Intellectual and Thinking Skills:** Start each LO with a **verb** which is appropriate to the level of the final award. Examples: 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. These LOs should reflect the level descriptors – See QAA Frameworks for HE Qualifications https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

**Practical, Professional and Subject-specific Skills:** Start each LO with a **verb**. These should be appropriate for the nature of the programme and subject.

**Transferrable, Key and Personal Skills:** Start each LO with a **verb**. Consider life skills, such as, resilience and initiative, as well as reflection on academic, professional and personal goals. **Note:** All programmes will have a Transferrable, Key and Personal Skills learning outcome regarding effective verbal and written communication automatically added to the end of the list.

The following document contains some further useful guidance on learning outcomes: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/writing_learning_outcomes_1568036949.pdf

### 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[1] |
|---|---|---|
| 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 | BMP3006 | 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 | BMP4006 | 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 |

[1]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 independant 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 Report). This section should include differentiation between core and any option modules – together with credit requirements for each level including fall-back awards.

**Example:** *This bachelor's 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.*

**For apprenticeship programmes** - Specify the programme length identified in the Standard and reference, identify the period of preparation for the end point assessment, and in the case of integrated degree apprenticeships, any credit assigned to the end-point assessment.

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

**For apprenticeship programmes** outline the nature of the apprenticeship experiences and the 80% workplace and 20% off site workshop/lecture split

## 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 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.
Refer to the University's *Best Practice Guide to Curriculum Design*
**For apprenticeship programmes** outline any learning log/portfolio requirements and the nature of the end-point assessment in the case of integrated degree apprenticeships.

### 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 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

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-policyzone/Home.aspx

**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

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.

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

### 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

**Support for Student Learning:**
General Support: Select the support mechanisms which apply from the list presented. Items 9-12 relate to off campus provision
Programme Specific Support: Any other support methods should be added here. Ensure this support will be available year-on-year – and that it is explained in the Programme Handbook.
**For apprenticeship programmes** include *Apprentices are supported in the workplace by an assigned mentor who supplies support, advice and guidance on apprenticeship requirements for the duration of the apprenticeship.*

### 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

**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. **For apprenticeship programmes** add *Self-assessment Reports and Quality Improvement Plans*

### 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

**Sources of Information:**
Information Generic Sources of: Select the methods which apply from the list presented For On-Campus programmes this is normally everything listed. For Off-Campus and online 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. **For apprenticeship programmes** include a link to the relevant standard and end-point assessment.

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## 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 |
|---|---|---|---|---|---|
| **Award** | 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 |
| **Title** | Subject only | Subject only | Subject only | Subject only | Subject only |
| **Type** | Final Award | Final Award | Final Award | Final Award | Final Award |
| **Level** | HE5 | HE6 | HE6 | HE6 | HE7 |
| **Award** | Certificate of Higher Education | Diploma of Higher Education | Diploma of Higher Education | | Postgraduate Diploma |
| | Cert HE | Dip HE | Dip HE | | PgDip |
| **Title** | Subject only | Subject only | Subject only | | Subject only |
| **Type** | Exit or Fall-back Award | Exit or Fall-back Award | Exit or Fall-back Award | | Exit or Fall-back Award |
| **Level** | HE4 | HE5 | HE5 | | HE7 |
| **Award** | | Certificate of Higher Education | Certificate of Higher Education | | Postgraduate Certificate |
| | | Cert HE | Cert HE | | PgCert |
| **Title** | | Subject only | Subject only | | Subject only |
| **Type** | | Exit or Fall-back Award | Exit or Fall-back Award | | Exit or Fall-back Award |
| **Level** | | HE4 | HE4 | | HE7 |
| **Award** | | | Foundation Certificate | | |
| | | | FndCert | | |
| **Title** | | | Subject only | | |
| **Type** | | | Exit or Fall-back Award | | |
| **Level** | | | Fd Year/Access/Level 3 | | |