

1 Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

Welcome to the Personalised Learning module. This foundation year module has been developed and enhanced with the benefit of feedback from students in previous years and aims to provide learners with opportunities for academic and personal development. The module will prepare the student for undergraduate studies and provide opportunities to develop the skills required to be a reflective and successful learner. Students will have the opportunity to develop the core academic skills required for successful progression onto Level 4 as well as skills in reflective thinking and writing and learning the importance of planning and goal-setting for personal and academic development. The module consists of a series of lectures and workshops which will use creative and engaging materials for formative and summative assessments. The material covered in this module will help to develop skills in reflective thinking and writing, library use, academic reading, note-taking, academic writing and speaking skills; there will also be an introduction to plagiarism and referencing. The module will additionally focus on the understanding of individual learning needs as well as personal development planning and effective goal-setting. The content includes:

- Note taking
- Reading for purpose
- Research skills
- Referencing Skills
- IT Skills for the Arts
- Media Skills for the Arts
- Digital Skills for the Arts
- Unpicking assignment briefs and marking grids
- From question to plan: how to research an assignment from the very beginning
- Planning an assignment
- Academic writing: sentence structure and appropriate vocabulary
- How to structure an essay
- How to structure a paragraph
- Fine tuning my assignment: proofreading and editing effectively
- Using Blackboard, Lynda.com and other resources effectively to enhance my independent learning needs
- Using Microsoft Excel for study
- Social media for a career: building my online professional profile
- Presentation skills

- Thinking forward: procuring internships to enhance my career options
- Networking for my career and enhancing my CV with extracurricular activities
- Using the British library

Expectations

Specific expectations students can have of tutors:

Questions and queries can be emailed to the tutor or use messages on Blackboard and they will respond within 24 hours during the working week. The tutor will respond to each forum discussion in the first 4 weeks after which they will produce a summary response for each week.

Learning materials on Blackboard will be available at least two weeks in advance. Formative feedback will be provided on assessments.

Specific expectations tutors will have of students:

Attendance

Active participation in all learning activities

Be professional in behaviour and communication

Prepare before attending classes

If absent, inform the tutor by email in advance as a courtesy

Every week will involve preparation activities. These ensure you grasp the subject knowledge and it prepares you for the assessments. You are expected to complete these each week before the webinar. After the webinar there will be activities to help you consolidate the learning for that week. It is expected you participate and complete these before the next week.

1.3 Learning outcomes to be assessed

LO1: To take account of individual student's strengths and weaknesses as new university students and identify and address their learning needs.

LO2: To take appropriate action to become effective learners, appropriate to foundation level

LO3: To implement a relevant study plan for each student.

LO4: To prepare for transition to level 4 and beyond.

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours
Total Learning Hours	200 hours

2 Assessment and feedback

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Portfolio of Written Assessment with one audio or video post of 3 to 5 minutes	1500 words	N/A	100	40	Week 14	submitted on Turnitin, feedback with 15 working days of due date

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Reading List

Cottrell, S. (2011). *Critical thinking skills*. Basingstoke, Hampshire: Palgrave Macmillan.
Craswell, G. and Poore, M. (2012). *Writing for academic success*. London: SAGE Publications.
Creme, P. and Lea, M. (2012). *Writing at university*. Maidenhead: McGraw-Hill Book Company.

- Fairbairn, G. and Fairbairn, S. (2010). *Reading at university*. Buckingham: Open University Press.
- Kirton, B. (2011). *Brilliant dissertation*. Harlow: Prentice Hall.
- McMillan, K. and Weyers, J. (2013). *How to cite, reference & avoid plagiarism at university*. Harlow: Pearson.
- Mounsey, C. (2013). *How to write*. Oxford: Oxford University Press.
- Osmond, A. (2013). *Academic writing and grammar for students*. Los Angeles: SAGE.
- Weyers J. McMillan, K. (2013). *How to cite, reference & avoid plagiarism at university*. Harlow: Pearson
- Weyers J. McMillan, K. (2012). *The study skills book*. Harlow: Pearson

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.