

Module Study Guide

Academic Year 2022–2023

BA3N0300 – Personalised Learning

Level: 3

Credits: 20

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1.1 Introduction

Welcome to the Personalised Learning module. This foundation year module is to provide students with opportunities for academic and personal development, to prepare the student for undergraduate studies and to ensure they develop the skills 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 three-hour lectures and workshops which will use creative and engaging materials for classroom and independent study and 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.

1.2 Module summary content and aims

Throughout the module, students will have opportunities to obtain feedback on their development through in-class activities as well as formative assignments; these will provide assistance with the formal summative assessment. Please note that this module will additionally support the other modules you do during the semester.

Teaching will be timetabled to support assessments with other modules being undertaken. As with any other module on a degree programme, the amount of benefit gained from the module is dependent on the amount of effort put in. This includes active participation in class discussions and group activities, contact with peers, contact sessions and regular visits to the Blackboard site for this module.

Full attendance is expected on this module. Latecomers, with a good reason, will be admitted up to one hour after the start of the seminar. Students who need to miss a class must email their tutor prior to the class. Unauthorised use of mobile phones will not be permitted during seminars.

This Study Guide provides important information about the structure, content, reading and assessment in this module. Please read it carefully and refer back to it throughout the semester. We hope that you find this module not only beneficial but also enjoyable.

Expectations

Specific expectations students can have of tutors:

- Helpfulness
- Professionalism
- Timely responses to queries and timely marking
- Knowledge of the subject area and how to apply knowledge to the business environment
- Good timekeeping
- Help with assessment preparation
- To make learning enjoyable and relevant

Specific expectations tutors will have of students:

- Full attendance at classes
- If you cannot attend to let the tutor know in good time
- Engagement in all course activities
- 152 hours of independent study
- Timely work submission
- Professional behaviour in and out of class
- Good communication with tutors/Course Leader should difficulties occur
- Constructive feedback where possible

As with other module on a degree programme, the amount of benefit that you will gain from the module is related to the amount of effort that you put in. This includes regular participation in seminars, contact with your peers, active participation in class discussions, and regular visits to the Blackboard site.

1.3 Learning outcomes to be assessed

By the end of the module students will be able:

LO1 To take account of your strengths and weaknesses as a foundation level learner and address your learning needs

LO2 To take appropriate action to become an effective learner, appropriate to foundation level

LO3 To implement a relevant study plan, agreed by your tutor

LO4 To prepare a personalised learning plan for level 4

1.4 Indicative Contact Hours

Teaching Contact Hours	48 hours
Independent Study Hours	152 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)
Academic and Personal Development Portfolio	N/A	N/A	100%	40	Week 16	Submitted on Turnitin, feedback with 15 working days of due date

Assessment Type (choose from the dropdown list)	Weighting (%)	Submission: Week Number (indicative)
Reflective Journal	Formative	Week 8
Personal Learning and development plan	Formative	Week 11
Recorded Interviews	30%	Week 13 and 14
Final summative submission of weekly Reflective Journal and Personal learning and development plan	70%	Week 16

2.2 Assessment brief – formative assessments and learning outcomes

There is one summative assessment comprising three parts:

- Part A - Reflective Journal (40%)
- Part B - Personal Learning and Development Plan (30%)
- Part C –Interview (30%)

This assessment will take place over weeks 8, 11, 13, 14.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the UWL Blackboard student-help pages at: uwl.ac.uk/current-students/online-learning-tools

Students will formatively submit the **reflective journal** in **week 8** and the **personal learning and development plan** in **week 11**; there will be opportunities to obtain formative feedback on these. You will then have **an interview** with your tutor in **weeks 13/14** to which you will have to bring your reflective journal with completed sections for each week and your completed personal learning and development plan. You will then submit both the **reflective journal** and the **personal learning and development plan** via Blackboard at the end of **week 16**. The grade for this assessment will be based on fulfilling all three parts of the assessment. Formative assessment will take place in **weeks 8 and 11** Summative assessment will take place in **weeks 13/14** You must achieve a minimum **mark of 40%** to pass the module and achieve **20 academic credits** at Level 3. For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the UWL Blackboard student-help pages at: <http://www.uwl.ac.uk/blackboardhelp>

3 Assessment Breakdown

3.1 Assessment 1 Part A – Reflective Journal

Starting from week one, you will keep a weekly journal of what is discussed, what skills are learnt from each session and what you can do to further improve on and develop these skills. Students **will be provided with a template**, made available on Blackboard, on which to record journal entries. This journal will be submitted, via Blackboard, for formative feedback at the end of week eight. This feedback will provide you with the opportunity to improve your work before final submission in week 16.

Weighting: 40%

Learning Outcomes Assessed:

- LO1 to take account of your strengths and weaknesses as a foundation level learner and address your learning needs
- LO2 To take appropriate action to become an effective learner, appropriate to foundation level

Date/time/method of submission:

Formative submission via Blackboard at the end of week 8. The exact date will be confirmed on Blackboard.

Word count or equivalent: 1200 words (plus or minus 10%)

Assessment criteria:

Assessment criteria
Appropriate introduction to text
Demonstrates knowledge and understanding of topics covered
Assessment of own strengths/weaknesses and address learning needs
Ability to provide suggestions for self-improvement
Ability to organise and structure text
Ability to use style appropriate language
Ideas are appropriately concluded

3.2 Assessment 1 Part B and C – Personalised Learning and Development Plan

This assessment will take place in **weeks 11, 13, and 14**. Students will formatively submit, via Blackboard, a written Personal and Academic Development Plan in **week 11** on which there will be an opportunity to obtain feedback. They will then have a recorded Interview with their tutor in weeks 13/14;

this will be a discussion of their academic and personal development. Students must bring their completed reflective journal and personal learning and development plan to this interview for discussion. The reflective journal and personal learning and development plan must be submitted, via Blackboard, at the end of **week 16**.

Weighting: 60%

Learning Outcomes assessed:

- LO1 To take account of your strengths and weaknesses as a foundation level learner and address your learning needs
- LO2 To take appropriate action to become an effective learner, appropriate to foundation level
- LO3 To implement a relevant study plan, agreed by your tutor
- LO4 To prepare a personalised learning plan for level 4

Date/time/method of submission:

Week 8/11 – Formative Personal Learning and Development Plan via Blackboard for feedback

Weeks 13/14 – Summative Interview with tutor in seminars

Week 16 – Summative Reflective Journal and Personal Learning and Development Plan via Blackboard

Part B – Personal Learning and Development Plan

Students will be required to write a personal learning and development plan; this plan is a process of self-analysis, personal reflection and honest appraisal of your current strengths and areas that need to be improved and developed with time. This should enable you to evaluate the value of the skills developed throughout this module and others during the semester, and to focus on the development of skills required for level 4.

A PDP has three stages:

Stage 1 – Analysis. The first stage is designed to analyse your strengths and weaknesses and consider your learning needs. You will be able to draw from the skills developed during your first semester at university as well as activities that you are involved in outside of university. These should be supplemented by the perceived opportunities that will have been derived from your experience and any possible threats to your continued success

Stage 2 – Setting Goals. This involves setting new and clearly definable goals for yourself that are realistic, achievable and measurable.

Stage 3 – Personal Objectives. This involves setting out your personal objectives which could look ahead to the long term, and your objectives after completion of your university studies.

A template to use for your plan will be uploaded to Blackboard. This will be made available as a word document. There also will be opportunities, in seminars, to discuss this in class and obtain feedback from your tutor.

Assessment criteria:

Assessment criteria
Use of SMART framework
Ability to clearly define goals
Able to show steps required to attain goals
Setting deadlines for goals and prioritising
Evaluating own strengths/weaknesses
Awareness of learning needs
Long term personal development
Organisation/structure of PDP

Part C – Interview with Tutor

You will need to bring your completed reflective journal and personal learning and development plan: you will also need to prepare a 3–5-minute presentation based on these to a pre-arranged interview (**no slides are required**). The tutor will listen to the presentation and ask questions about the reflective journal and plan. This interview will be recorded.

There will be opportunities to discuss the interview process and obtain feedback in class.

Assessment criteria:

Assessment criteria
Demonstrate an understanding of the value of learning and development planning
Oral communication in a formal context
Ability to organise ideas coherently when speaking
Understanding of the ideas discussed
Responding to questions
Introducing and concluding presentation
Long term personal development

The marking scheme for this assignment will use the following criteria to determine grades:

Marking scheme:

100–80 %	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level.	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.

3.3 Learning materials

The reading list for this module is available on Blackboard in the module area and online by searching uwl.rl.talis.com. This shows real-time availability of books in the library and provides direct links to digital items, recommended by your lecturer.

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

Subject guides ([subject-guides-libguides](#)) are also available to help you find relevant information for assignments, with contact details of the Subject Librarian for your School.

Essential Reading

Weerawardene, D & Byrne, P (2021) *Academic Development and Employability*. Hampshire: Pearson.

Recommended Reading

Aish, F., Tomlinson, J. (2013). *Lectures: Learn listening and note-taking skills* 1st Ed. London: Collins

EAP

Byrne, P (2021) *Business Skills for the 21st Century*. UK Pearson.

Cottrell, S. (2013) *The Study Skills Handbook*. 4th ed. Basingstoke: Palgrave Macmillan

Dowson, P. (2015) *Personal & Professional Development for Business Students* 1st Ed; Sage

Gallagher, K. (2012) *Skills Development for Business and Management Students*. 2nd ed. Oxford:

OUP

McMillan, K. and Weyers, J. (2011) How to write Essays and Assignments 2nd Ed; Pearson

McMillan, K. and Weyers, J. (2013) How to Cite, Reference & avoid plagiarism at University, 1st Ed; Pearson

McMillan, K. and Weyers, J. (2014) How to write for University: Academic Writing for Success 1st Ed Pearson

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the [Academic Offences Regulations](#).

4 Things you need to know

4.1 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](#)

4.2 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.

4.3 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.

4.4 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/>

4.5 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.

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