



Computing
Computing & Web Development
Computer Networks & Security

CPU4000 Scholarship

MODULE GUIDE

2015/2016
Semester 1

Level HE4

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1. Overview

Module Tutor: Gail Walters

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Email: G.M.Walters@bolton.ac.uk
Level: HE4
Credits: 20
Module Pre-requisites: None

Web-link to Module Specification: <https://modules.bolton.ac.uk/CPU4000>

2. Learning and Teaching Strategy

The module is delivered via two 1 ½ hour sessions per week plus a 1 hour tutorial, over 15 weeks. To complete the module successfully you must also allocate a substantial amount of independent study time.

Most sessions comprise a formal lecture of approximately 90 minutes and a seminar. Weeks 2, 4 and 9 will include tutorials (group and individual) in which you have the opportunity to discuss your progress on the module with your Module Tutor. Revision sessions are scheduled for week 14 and in the final week an examination will take place.

3. Module Communications

The Module Tutor's contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle2** area dedicated to this module regularly as many module communications are channelled through these mediums.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt; however responses will be longer in holiday periods.

4. Module Description

The module introduces students to the scholarly requirements of study in HE at level 4. It concentrates on key scholarly requirements, in terms of study skills (e.g. academic writing, giving a presentation), information skills (retrieving and referencing information) and self-management skills (knowing one's learning style, producing a personal development plan).

However, to give this scholarly apparatus more salience, each Cluster will develop these skills within the context of a particular area of content central to that particular subject. It will seek to develop not just knowledge but also the various practical and conceptual tools that will provide a firm foundation for future success in their area.

By the nature of the module, students will experience learning in different contexts: in lectures, participation in seminars, engaging in smaller groupwork, one-to-one support, blended learning and, more generally, operating within a Virtual Learning Environment (VLE) and additional digital resources.

5. Learning Outcomes and Assessment

Learning Outcomes	Assessment
LO1: Subject knowledge/Skills Introduction to an area of knowledge and its associated practical skills centrally relevant to particular Clusters, as detailed in the respective Module Guides for that Cluster	Assessment 1
LO2: Scholarship and study skills Note-taking, Writing for different purposes; Referencing; Oral Presentation.	Assessment 1
LO3: Information skills Basics of research (inc. ethical aspects – unfair means, etc); literature searching; using databases, VLE and support digital resources.	Assessment 1
LO4: Self-management skills Time-management; learning styles; listening; questioning; teamwork; problem-solving; discussion moderation, studentship; personal development planning (inc. ePDP).	Assessment 1

6. Assessment Deadlines

Adapt for your module – refer to Module Spec and Assessment Calendar

Assessment item	Due Date	Weight
1 Transferable skills booklet and group Presentation	12	100%

7. Assignment feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), you can expect your assignment work to be marked and feedback provided not less than **three working weeks** from the date of submission. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time you read/listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

8. Module Calendar

Adapt for your module – Indicate in bold when input and feedback tutorials are scheduled to take place

Session	Date/Week Commencing	Theory Topic
1	21/09/15	Ice breakers. Introduction to the module. Introduction to University systems
2	28/09/15	Module Guide. Time Management. Personal Progress Report
3	05/10/15	Study skills. Learning Styles. Skills self-analysis
4	12/10/15	Research skills
5	19/10/15	Team working. Managing Conflict and Stress
6	26/10/15	Stress management.
7	02/11/15	Presentation skills
8	09/11/15	Revision and Exam Technique
9	16/09/15	Case Studies and Plagiarism
10	23/11/15	Managing Conflict and Stress
11	30/11/15	Assessment Preparation
12	07/12/15	Assessment Preparation
13	14/12/15	Assignment Submission
14	04/01/16	Revision Week
15	11/01/16	Assessment/Examination Week
16	18/01/16	Transition Activities

NB: Please note that this module calendar may be subject to change.

9. Formative Assessment

Formative assessment is an important aid to learning. It is designed to provide you with feedback on your progress and inform development. It can be used to identify any areas which would benefit from extra attention on your part, or extra support from your tutor. It does not contribute to the overall formal assessment for the module.

Informal formative assessment is provided in this module through:

- Induction – Introductory diagnostic hand-written assessment
- Group activities and discussion
- Day visits to events/Guest speakers
- Tutorial (Group & Individual) feedback on assessment drafts
- Group tutorial revision sessions in preparation for examination
- IT and research skills workshops

9. Indicative Reading:

Bradbury, A. (2006) *Successful Presentation Skills*, 2nd ed., London: Kogan Page.

Cottrell, Stella (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd ed. Basingstoke: Palgrave Macmillan.

Cottrell, Stella (2010) *Skills for Success: The Personal Development Planning Handbook*. 2nd ed. Basingstoke: Palgrave Macmillan.

Cottrell, Stella (2003) *The Study Skills Handbook*. 2nd ed. Basingstoke: Palgrave Macmillan.

Cottrell, S. (2009) *The Palgrave Student Planner 2009-10*, Basingstoke: Palgrave

Cottrell, S. (2007) *The Exam Skills Handbook: Achieving Peak Performance*, Basingstoke: Palgrave Macmillan

Cottrell, S. (2005) *Critical Thinking Skills: Developing Effective Analysis and Argument*, Basingstoke: Palgrave Macmillan

Cottrell, S. (2003) *Skills for Success: The Personal Development Planning Handbook*, Basingstoke: Palgrave Macmillan.

Drew, S. & Bingham, R., (2001) *The Student Skills Guide*, 2nd ed., Aldershot: Gower.

Greetham, Bryan (2008) *How to Write Better Essays*. 2nd Ed. Basingstoke: Palgrave Macmillan

Klarreich, S. (2007) *Pressure Proofing: How to Increase Personal Effectiveness on the Job and Anywhere Else for that Matter*, London: Routledge

Marks-Beale, A. (2006) *Success Skills: Strategies for Study and Lifelong Learning*, Ohio: Thomson South-Western

McCormack, J. (2005) *English for Academic Study : Extended Writing and Research, Reading* : Garnet Publishing

Neville, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*, Maidenhead: Open Univ. Press

11. Guidelines for the Preparation and Submission of Assignments:

1. Assignments should be word-processed in Arial 12 point font, be double-spaced, on A4 size paper. Writing should appear on only one side of the paper, be fully justified and with each page being numbered in the footer, numbering to be centred.
2. There should be a title page detailing the programme, module title, assignment title, student number, marking Tutor and date of submission. **Do not put your name on the assignment.** It is good practice to put your student number in the top left hand side of the header of each page, and the date of submission in the top right.
3. If there is a word count limit for your programme please include the following text:
Word Count: You are expected to revise and edit your assignment to remain within +/- 10% of the indicative word length outlined. In order to ensure that word counts can easily be checked **you should include a note of the word count** as identified by your word processing package. A deduction should be made from this figure for all tables, figures, appendices and references which DO NOT count towards the overall word limit.

Students who exceed a specified indicative word length for a written assignment will be subject to the following penalty system:

- Up to 10% over the specified indicative word length = no penalty
- 10 – 20% over the specified indicative word length = 5 marks subtracted (However if the assignment would normally gain a pass mark, then the final mark will be not be less than 40%).
- More than 20% over the indicative word length = maximum 40%.

Assignments shorter than the indicative word length will not have marks deducted (even if these are more than 10% short). However, it is likely to be an exceptional piece of work that covers the assignment requirements fully in much less than the set word count, less 10%.

4. All written work must be referenced using the Harvard System, full details of which are available from the University's Library website <http://www.bolton.ac.uk/library/Study-Skills/Referencing/Harvard-Referencing.aspx>
5. **Unless otherwise notified by your Module Tutor, electronic copies of assignments, saved as a Word document, should be uploaded to the Moodle2 area for this module.** Your Tutor will explain the process. If you experience problems uploading your assignment to the designated area, then you must forward an electronic copy as an attached to your Module Tutor, by the due deadline. The time you send the email with your assignment as an attachment, will evidence the time the assessment was submitted

Please note when you submit your assignment to the Moodle2 area for this module, it will automatically be checked for evidence of plagiarism as part of the process.

Submission of assessments may be done on or before the published submission date. Assignments not available at this time will be considered as "late" unless an extension has been previously agreed, with the Programme Leader for your programme.

Students who fail to submit assessments by the specified date (without an extension being granted or without accepted Mitigating Circumstances) will be subject to the following penalties:

- Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

- More than 10 calendar days late = 1 mark will be awarded.

Please note that it is your responsibility to ensure that the assignment is submitted in the format/s specified in the Module Guide or on the Assessment Brief.

**YOU SHOULD ALWAYS ENSURE YOU KEEP A COPY OF ANY ASSIGNMENT SUBMITTED
BY WHATEVER METHOD**

6. In the case of exceptional and unforeseen circumstances, an extension of up to 7 days after the assessment submission deadline may be granted by your Programme Leader, following firstly discussing the problem with the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Requests for extensions for periods longer than 7 days must be made using the Mitigating Circumstances procedures*.

*Please note that the failure of data storage systems is not considered to be a valid reason for mitigating circumstances. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

Please see your Programme Handbook for further details.

12. Procedures for Examinations

1. Examinations are normally held during Week 15. Examination timetables are posted on the web in advance of the examination period:
<http://www.bolton.ac.uk/Timetables/ExamTimetables/Home.aspx>

2. **It is essential that you note the dates of any examination, including resit examinations and ensure that you are available to take them.**

Please note that we do not accept holiday bookings as a legitimate reason for missing an examination.

3. Examinations take a variety of forms. Some may be traditional closed book format; some may use a case study which you are given in advance. Some may allow you to use textbooks or notes during the examination. Please ensure you check the format of your examination in advance.
4. It is important that you prepare fully for examinations. Revision slots are indicated on your module calendar. Failure to attend these and other timetabled sessions will seriously jeopardise your success in examinations.

5. You will need to check the room location and equipment requirements in advance. Please ensure that you reach the examination room **at least 20 minutes prior to the timetabled start**. You will need to bring with you your **University of Bolton and Student Identity Card**, as proof of your identity. Failure to supply your identify cards could result in you not being allowed to take your examinations.
6. Students whose English is a second language may take a hard-copy pocket language dictionary into the examination. Large dictionaries and electronic dictionaries are not permitted.
7. If you require any special examination arrangements to be made, please ensure that Disability Service is made aware of these well in advance.
8. Past examination papers are available via the following link:
<http://www.bolton.ac.uk/Quality/EEE/ExaminationPapers/Home.aspx>

13. General Assessment Criteria Level HE4

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1(70-79%) but exceptional work that makes a contribution to the development of knowledge and understanding in the subject area						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates a comprehensive knowledge of theory and practice for this level. Demonstrates ability in the manipulation and transfer of subject material to demonstrate a solid understanding of the issues.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive discussion of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	All sources accurately cited in the text. A comprehensive reference list in Harvard Style is provided.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a sound knowledge of theory and practice for this level. Manipulates and transfers some material to demonstrate a clear grasp of the themes, questions and issues.	Uses appropriate arguments or theoretical models. Clear and valid discussion of the material. Clear, logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	All sources accurately cited in the text and an appropriate reference list in Harvard Style is provided.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates an adequate knowledge of theory and practice for this level, with evidence of an appreciation of its significance.	Provides a partly coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in Harvard Style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates limited knowledge of theory and practice for this level, with intermittent evidence of an appreciation of its significance.	A basic argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level, with little evidence of an appreciation of its significance.	Limited argument, which lacks clarity in places. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar make reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Severely limited arguments. Lacks clarity. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

14. Academic Misconduct and Referencing

Academic Misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *turnitinUK*.

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/Home.aspx>

15. Assessments

EXAMPLE

Assessment Number 1:	Group Presentation & Supporting Booklet
Assessment Title:	Transferrable Skills Booklet & Presentation
Assessment Length:	1500 words
Submission Deadline:	Week 13

Learning Outcomes:

LO1: demonstrate appropriate subject knowledge and practical skills in an area of relevance to the particular cluster.

LO2: discuss relevant information and ideas obtained from a variety of historical and theoretical sources in order to contextualise key concepts.

LO3: communicate with competence in various academic contexts, both written and oral

LO4: access and use effectively electronic information tools for communication, research and assessment.

LO5: assess your own personal skills for the development of self-management skills.

Assignment Brief:

Working in a group of 3/5, produce a word-processed booklet providing advice and guidance on a specific skill or process relevant to this module*. In addition to this you will need to prepare and deliver a presentation on the material contained in the booklet. The booklet and presentation must be referenced appropriately using the Harvard Referencing system.

* The nature of the skill or process must first be agreed by your module tutor

Secondary Research Level HE4 - It is expected that the Reference List will contain between **five and ten sources**. As a MINIMUM the Reference List should include **one** refereed academic journal and **two** academic books

Specific Assessment Criteria (Please refer to Appendix 1 for a copy of the Assessment Feedback Form).

First class: The booklet and presentation will be to a high standard and will reflect effective teamwork and the application of extensive reading. They will explain the relevance of specific transferable skills in a range of educational and employment contexts. The presentation will demonstrate competent planning, teamwork, clear diction, enthusiastic delivery and an effective use of supplementary visual aids. The booklet will contain minimal errors in spelling and grammar and will be accessible to readers from a range of cultural and social backgrounds.

Second class: The presentation and booklet cover the salient points and will reflect effective teamwork. The presentation will be clear and informative. The booklet is well written and presented in a structured and readable style.

Third class: A reasonable attempt will be made to prepare and deliver the presentation and booklet but both will be under-developed and will not reflect effective teamwork.

Fail: Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

Please also see Section 13 for General Assessment criteria.

Submission Instructions:

See Section 10 Guidelines for the Preparation and Submission of written coursework, which will give you details on how to submit your work electronically. You are required to submit only electronic copies of your written assessments, unless your Module Tutor advises you otherwise.

Advice:

- Do not cut and paste phrases or paragraphs from published sources. You should seek to use your own words to explain concepts and theory.
- If you wish to refer to specific quotes from published sources then you must use full Harvard presentation. See BISSTO for clear guidance.
- Do not share work with other students.