

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Faculty responsible for programme</b>	Bristol Business School
<b>Programme accredited by</b>	N/A
<b>Highest award title</b>	BA (Hons) Marketing and _____ (SW) <u>Or</u> BA (Hons) Marketing and _____
<b>Default award title</b>	N/A
<b>Interim award title</b>	DipHE in Marketing and _____ <u>Or</u> DipHE in _____ and Marketing  CertHE in Marketing and _____ <u>Or</u> CertHE in _____ and Marketing
<b>Modular Scheme title (if different)</b>	N/A
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Business and Management
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	September 2005)
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code</b>	
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## Section 2: Educational aims of the programme

This award seeks to provide an opportunity for students to combine the development of knowledge and skills from the marketing field with those from a defined set of complementary half awards from the University's Joint Honours Programme.

The half award in Marketing has been designed to provide a focused marketing education and its philosophy is underpinned by a commitment to developing students as independent autonomous learners. The objective is to provide students with the opportunity to analyse and evaluate marketing requirements for organisations and to understand their consequences for the firm. Additionally, students are required to identify and analyse marketing problems and ultimately are required to evaluate alternative solutions to the problems. By the final year students are equipped through their first two years of study to undertake more integrative and subject specialist modules.

The programme aims to enable students to:

1. Develop knowledge and understanding and intellectual, subject specific and transferable skills in a range of marketing-specific subject contexts.
2. Access a learning opportunity that allows them to select a complementary area of study from another Field or Faculty.
3. Prepare for a marketing-related career in a range of organisational contexts.
4. Contribute to society at large by enhancing life-long learning skills and personal development.

## Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the areas indicated below.

### (A) Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

#### (A) Knowledge and understanding of:

On completion of the programme students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of the disciplines, in the areas of:

1. The nature of markets and customers and the role of marketing in a range of contexts.
2. The key processes of marketing: analysing marketing opportunities, developing

#### Teaching/learning methods and strategies:

*Knowledge and understanding is acquired through the compulsory modules at levels 1,2 and 3. Compulsory modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below. The optional modules make an additional contribution, which is identified separately in the module specification. The **primary contributions of the compulsory modules** are identified below:*

*Acquisition of 1 and 2 is through the compulsory modules Introduction to Marketing (L1), Marketing In Practice (L2), Marketing Research (L2),, Marketing Communications (L2). Acquisition of 3 is by the compulsory module*

<p>marketing strategies, planning marketing programmes and managing the marketing effort.</p> <p>3. The use of accounting and the sources, uses and management of finance.</p> <p>4. Quantitative methods for managerial applications.</p>	<p><i>Understanding Financial Information (L1).</i></p> <p><i>Acquisition of 4 is provided by the compulsory module Business Statistics &amp; Decision Making for Marketing (L1).</i></p> <p><i>All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p><b>Assessment:</b>  <i>Testing of the knowledge base is through a range of formative and summative assessment methods including coursework (learning outcomes 1-3), oral presentation (learning outcome 1), tasks undertaken under examination conditions (learning outcomes 1-3).</i></p>
<p><b>(B) Intellectual Skills</b></p>	
<p>Learning outcomes</p>	<p>Teaching, Learning and Assessment Strategies</p>
<p><b>(B) Intellectual Skills</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Gather and critically evaluate evidence and information from a range of sources.</li> <li>2. Identify and analyse marketing problems in a range of contexts using appropriate concepts and frameworks.</li> <li>3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.</li> <li>4. Apply these skills in a range of complex and unpredictable contexts.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Intellectual skills are developed at levels 1, 2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, case studies, projects, exercises and I.T. based activities.</i></p> <p><b>Assessment:</b>  <i>A variety of formative and summative assessment methods are employed to demonstrate the acquisition of intellectual skills. These include learning diaries, action plans, management reports, presentations, tests, case studies, and examinations.</i></p>

<b>(C) Subject, Professional and Practical Skills</b>	
Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>(C) Subject/Professional/Practical Skills</b></p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Carry out a marketing related research programme</li> <li>2. Select and use subject specific tools and techniques</li> <li>3. Write marketing reports, marketing plans, and marketing programme plans</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Skill 1 is achieved through a range of research activities at levels 1, 2 and 3, but is most directly achieved through the core module Marketing Research (L2).</i></p> <p><i>Skills 2 and 3 are achieved in all compulsory standard modules at levels 1, 2 and 3.</i></p> <p><b>Assessment:</b>  <i>Skill 1 is primarily assessed through written coursework.</i></p> <p><i>Skills 2 and 3 are primarily assessed through coursework reports and examinations at all levels.</i></p>
<b>(D) Transferable Skills and other attributes</b>	
Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>(D) Transferable skills and other attributes</b></p> <p>On completion of the programme students will be able to :</p> <ol style="list-style-type: none"> <li>1. Work effectively alone.</li> <li>2. Work effectively in groups.</li> <li>3. Present, discuss and defend ideas, concepts and views through formal and informal written and spoken languages.</li> <li>4. Extract, process and present numerical information for a given purpose.</li> <li>5. Use information technology.</li> <li>6. Manage own time and workload.</li> <li>7. Take responsibility for own learning.</li> <li>8. Reflect on own performance and respond positively to feedback.</li> <li>9. Transfer knowledge and skills across different settings.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Transferable skills are developed through an integrated programme of learning, which is built into all core modules at levels 1, 2 and 3 and the work placement.</i></p> <p><i>Skills 1– 9 are developed in all core modules.</i></p> <p><i>Skill 2 is given particular emphasis in Introduction to Marketing (L1), Marketing in Practice (L2), Marketing Research (L2).</i></p> <p><i>Skill 4 is given particular emphasis in Understanding Financial Information (L1) and Business Statistics &amp; Decision Making for Marketing (L1)</i></p> <p><i>Skill 5 and its application pervades all modules but is given particular emphasis in Marketing Research (L2).</i></p> <p><b>Assessment:</b>  <i>Assessment of transferable skills is accomplished through a range of methods that include written individual and group coursework, peer assessment, tests, presentations, examinations.</i></p>

<b>Section 4: Programme structure</b>				
<b>ENTRY</b> ↓	<b>Level 1</b>	<p><b>Compulsory Modules</b></p> <p>UMKC7P-20-1 Introduction to Marketing (L1, Existing, 20 Credits)</p> <p>UMAC33-20-1 Understanding Financial Information (L1, Existing, 20 credits)</p> <p>(UFQEER-20-1) Business Statistics &amp; Decision Making for Marketing (L1, Existing, 20 Credits)</p>	<p><b>Optional modules</b></p> <p>No optional modules are available at Level 1</p>	<p><b>Interim Awards:</b></p> <p>CertHE in Marketing and _____.</p> <p><b><u>Or</u></b> CertHE in _____ and Marketing.</p> <p>Credit requirements: 60 at the appropriate level</p>
		<p><b>Core modules</b></p> <p>None</p>		
	<b>Level 2</b>	<p><b>Compulsory modules</b></p> <p>UMKC7T-20-2 Marketing in Practice (L2, Existing, 20 Credits)</p> <p>UMKCPC-20-2 Principles and Practice of Marketing Communications (L2, Existing, 20 Credits)</p> <p>UMKC7S-20-2 Marketing Research (L2, Existing, 20 Credits)</p>	<p><b>Optional modules</b></p> <p>No optional modules are available at Level 2</p>	<p><b>Interim Awards:</b></p> <p>DipHE in Marketing and _____.</p> <p><b><u>Or</u></b> DipHE in _____ and Marketing.</p> <p>Credit requirements: 120 at the appropriate level</p>
	<b>YEAR</b>	<p>There is an optional placement year.* Students taking the "sandwich" route undertake a work placement of at least 40 weeks in this year. Placement credits will be awarded for successful completion of the placement which are necessary for the sandwich award title. The assessment of the placement will include satisfactory completion of a portfolio of activities by the student.</p>		

<b>Level 3</b>	<b>Compulsory modules</b> <i>(when combined with a language half award):</i> UMKC7V-20-3 International Marketing Management <b>(L3, Existing, 20 credits)</b>	<b>Optional modules</b> Two or three options should be selected up to a maximum value of 60 credits from a list of marketing electives. (Full list available at <a href="http://www.uwe.ac.uk/bbs">www.uwe.ac.uk/bbs</a> )
	<b>Core modules</b>  None	

→ **GRADUATION**

\* Students wishing to undertake the placement year must have achieved at least 200 credits prior to placement of which at least 100 credits must be from the half award in Marketing.

**For module structure diagram see Appendix 4.**

\*Students also studying the half award in Business decision Mathematics may not take the Business Statistics and Decision Making for Marketing and will replace it with the level one BBS Global Business Context module.

**Section 5: Entry requirements**

**Entry at Level 1:**

GCSE in Maths and English (Grade C or higher)

**And**

Tariff points in range 200 -260 in any subject.

*Or*

EDEXCEL Diploma (Final year): 6 merits or 4 distinctions and 2 Merits.

*Or*

Approved Access route

*Or*

Baccalaureate: EB: 66%-70% or IB: 24-28 points

*Or*

Irish Highers: BBB-BBBB

**Entry at levels 2 and 3:**

The programme supports direct entry at levels 2 and 3 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test), NEAB or Cambridge Proficiency grade C are required.

**Section 6: Assessment Regulations**

- |   |     |
|---|-----|
| a) <b>MAR</b>                                   | Yes |
| b) <b>Approved MAR variant (insert variant)</b> | N/A |

c) **Non MAR**

N/A

**Section 7: Student learning: distinctive features and support**

This programme is designed in support of the Teaching, Learning and Assessment Strategy of the Business School, which has five key strands. They are:

- The development of autonomous learners.
- Provision of learning opportunities, which are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.
- The provision of continuing professional development opportunities for all staff within a culture of reflective practice.

**CURRICULUM DESIGN CONTENT AND ORGANISATION**

Clearly in designing a half award in the subject field of Marketing care needs to be taken to ensure that an appropriate curriculum is provided whilst acknowledging that subject coverage may be more limited than in a single honours programme. Thus the joint honours students benefit from a comprehensive Marketing curriculum as well the other joint award they have chosen but do not receive the additional broader business and general management curriculum which the single honours BA (Hons) Marketing provides. Nonetheless students are prepared both for vocational opportunities in a range of settings and for further academic study. Other half awards that are currently available to study with the Marketing half-award are: Artificial Intelligence, Accounting, Business Decision Mathematics, Caribbean Studies, Computing, Drama, Education, Economics, English as a Foreign Language, English Language, Environmental Science, European Studies, French, Health, History, Information Systems, Internet Systems, Internet Technology, Law, Linguistics, Latin American Studies, Life Science, Multimedia Computing, Sociology, Tourism.

The half award is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The BBS undergraduate provision is organised around 20 credit modules. Therefore, students on the half award study 3 modules at Levels 1 and 2, and 3. The modules are taught as 'long thin' modules. This means that they are taught across the whole of the academic year, teaching periods one and two, with examinations in teaching period three. The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme design uses modules that are already available in the BA (Hons) Marketing Programme as it is felt that the students will benefit significantly from the depth of study in the modules selected. Level One provides students with a foundation in the subject of Marketing overall and develops the basic numerical and analytical skills required by students when confronting Marketing problems. All students take Introduction to Marketing, Understanding Financial Information and Business Statistics and Decision Making for Marketing except students taking the Business Decision Mathematics Half Award who will take Global Business Context rather than Business Statistics and Decision Making for Marketing to address the overlap between Business Statistics and decision Making for Marketing and the Business Decision Mathematics Level 1 Data Analysis module. The level 1 modules taken underpin the studies in subsequent years.

Level Two builds upon the analytical learning in Level One to extend the students knowledge and skills into specific Marketing subject areas, including marketing planning, marketing research, and marketing communications.

Level Three has been designed to extend the academic knowledge gained in the first two years of study to enable students to gain a deeper understanding of the integrated nature of marketing and its application in specific contexts requiring specialist knowledge. As well as allowing students to focus on specific areas of interest, these specialist modules, including options, introduce students to pervasive and contemporary issues in the subject.

The programme is of three years duration and does offer a placement opportunity. The programme does not offer a dissertation module.

Teaching contact is designed to reflect the change in students from dependent to interdependent through to independent learners. As such a typical Level One module would be delivered through a lecture and a

workshop each week. At Level Two students can expect to find a greater variation of delivery patterns with some fortnightly workshops, and structured student activities to support their learning. At Level Three there is a greater emphasis on independence and as such the patterns of delivery tend to reflect this through a smaller amount of workshop contact, but an increasing amount of individual supervision sessions.

### **TEACHING, LEARNING AND ASSESSMENT**

The teaching, learning and assessment strategy of Bristol Business School (and its collaborating faculties) encourages students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used within the programme with the level of independence increasing as the student moves from Level One to Level Three. In the majority of modules at all levels teaching contact accounts for less than 25% of the student learning hours associated with the module.

Subject specific, professional and transferable skills are developed in skill-based sessions in identified modules (e.g., spreadsheets in Understanding Financial Information, presentation skills in Introduction to Marketing, questionnaire design in Marketing Research, team work and negotiation in Marketing In Practice, research skills in Business Statistics & Decision Making for Marketing and in Marketing Research). In other modules these skills may be practised further or assessed.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways. Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking.

All students on the “sandwich” route” undertake a work placement of at least 40 weeks in their placement year. This provides a rich learning experience during which students are presented with the challenges of undertaking a role in a business organisation, whilst being able to rely on the support of the Business School’s Placements Office. On completion of the placement, students return to the final year of the programme for a further period of reflection and learning. Students on this programme normally undertake a placement in a marketing organisation, which further supports the development of their specialist knowledge and skills.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students’ ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

The faculty supports the University modular assessment regulations (MAR) and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects.

### **LEARNING RESOURCES**

All modules have teaching/learning resource booklets and most have set texts. Additional support is provided through library and ICT facilities. Increasingly courses are supported by web based facilities with



the continuing roll out of the UWEonline virtual learning environment. Additional support for students can be found through the study skills on-line provision, which has been developed with the assistance of students to provide a useful and user-friendly resource.

### **STUDENT SUPPORT AND GUIDANCE**

Student support is provided by academic staff, usually module leaders, for all issues relating to the content and delivery of the module. The Student Advice Centre provides timely, accurate and confidential advice where necessary and appropriate for the half award in Marketing students, as well as where and how to access the support provided by the University. Additional support and guidance is provided by the Programme Director and Programme Tutor who are also responsible for ensuring the collection of and response to student feedback using student representatives and Programme Management Committees.

The Business School Placements Office actively liaises with potential employers to secure appropriate placements for “sandwich” route students. It also provides extensive support for students in preparation for, as well as throughout, their industry placement period. Support is also provided through the UG administration team, the Admissions Office, the Students Union, the central university career service and the university’s counselling provision. All students have a formal induction week. The student induction process as well as socialising students to university life provides them with the information to access any support that they may require during their study at UWE. A student handbook documents this for students, as does the Student Advice Centre website. There are a range of central services offered to students. These include; Centre for Student Affairs, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

## Section 8: Reference points/benchmarks

Five key influences have informed the design of this award:

1. The University's mission statement
2. Monitoring and evaluation of the current Business School provision a single honours Marketing programme
3. The QAA general business and management benchmark statements
4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001
5. The University's Disability Statement.

### 1. The University's Mission Statement

This award reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service."  
([www.uwe.ac.uk/vision](http://www.uwe.ac.uk/vision)) The award meets the university's stated aspirations of:

**Promoting educational opportunity**, — through entry onto the programme and also the encouragement of AL, AEL and ACE processes where appropriate.

**Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind**, — through the academic content of the modules as well as providing the opportunity to spend a year on a work placement and reflecting on previous and current work experience.

**Command an exceptionally high reputation amongst employers**, — through both the work placement (where applicable) and through the achievements of graduate degree classifications from the award, students are well placed for management and professional positions on graduation.

**Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture**, — through specific academic input at levels 1,2 and 3 and the resources here in Bristol.

### 2. The outcomes of monitoring and evaluation of existing single honours Marketing programme provision in the Business School

The half award responds to a perceived demand for such a programme on the one hand, but is only possible as a result of a clear analysis of the existing single honours programme and the elements of that curriculum that could lend themselves to a cohesive 180 credit half award. The consequence of the analysis of the single honours programme that has yielded the 180 credit joint award is that joint honours students experience a 'purer' marketing education. However, that 'purer' coverage of the most marketing related modules is at the expense of a broader business and management education. By enabling a restricted set of modules to be identified that constitute a strong marketing learning, students are readily able to prepare themselves for the demands of a marketing related career. However, they are more likely to be bound to careers within the marketing department than in business in a more general way.

### 3. The QAA general business and management benchmark statements

There are no QAA Benchmark statements specifically for Marketing related degree programmes. However, the benchmark statements relating to General Business and Management have considerable relevance to a joint honours Marketing award. The programme design aims to develop knowledge and understanding in each of the main contexts identified by the QAA (External Environment, Organisations and Management) whilst paying particular attention to Markets, Customers, Business Policy and Strategy and Contemporary and Pervasive Issues. Similarly the programme aims to develop cognitive and other skills from all the areas identified by the QAA (Please see Appendices 1 and 2 for further details).

**4. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001**

The proposed award, in common with all undergraduate provision in the Business School conforms with the credit level descriptors (Please refer to Appendix 3).

**5. The University's Disability Statement**

The University philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. It aims to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation ([www.uwe.ac.uk/csa/disability.html](http://www.uwe.ac.uk/csa/disability.html)).

## Appendix 1

### Extracts from QAA General Business and Management QAA Benchmark Statements

Key sections from the benchmark statements are summarised below. This framework will inform the development of new awards, award collaborations and serviced out modules.

*The purpose of general business and management programmes, as expressed in the benchmarks, is three fold:*

- the study of organisations, their management and the changing external environment in which they operate,
- preparation for and development of a career in business and management,
- enhancement of lifelong learning skills and personal development to contribute to society at large.

The benchmarks define the relevant knowledge and understanding fairly fully whilst leaving room for local interpretation.

Inter-relationships among and integration of key areas of knowledge are emphasised and three overarching areas are identified and defined:

**Organisations** — this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment

**External environment** — this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological, and technological, together with their effects at local, national, and international levels upon the strategy behaviour and management of organisations

**Management** — this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment.

Within these three main areas it is expected that graduates will also be able to demonstrate knowledge and understanding of the following:

- ❑ **Markets** — the development and operation of markets for resources goods and services
- ❑ **Customers** — customer expectations, service and orientation.
- ❑ **Finance** — the sources, uses and management of finance; the use of accounting and other information systems for managerial applications.
- ❑ **People** — the management and development of people within organisations.
- ❑ **Operations** — the management of resources and operations.
- ❑ **Information Systems** — the development, management, and exploitation of information systems and their impact on organisations.
- ❑ **Communication and Information Technology** — the comprehension and use of relevant communication and information technologies for application in business and management.
- ❑ **Business Policy and Strategy** — the development of appropriate policies and strategies within a changing environment to meet stakeholder interests.
- ❑ **Contemporary and Pervasive Issues** — a range of contemporary and pervasive issues is expected to be addressed. These may change within the lifetime of these benchmark standards but the following are illustrative examples: business innovation, e-commerce, creativity and enterprise, knowledge management, sustainability, globalisation, business ethics, values and norms.

Graduates are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. They should also demonstrate relevant personal and interpersonal skills. These include:

- ❑ **Cognitive skills** of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify

implicit values, to define terms adequately and generalise appropriately.

- ❑ **Effective problem solving and decision making** using appropriate qualitative and quantitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.
- ❑ **Effective communication**, oral and in writing, using a range of media which are widely used in business for example, the preparation and presentation of business reports.
- ❑ **Numeracy and quantitative skills** including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena.
- ❑ **Effective use of Communication and Information Technology (CIT)** for business applications.
- ❑ **Effective self-management** in terms of time, planning and behaviour. Motivation, self-starting, individual initiative and enterprise.
- ❑ **Learning to learn** and developing and appetite for learning; reflective, adaptive and collaborative learning.
- ❑ **Self awareness, openness and sensitivity to diversity** in terms of people cultures, business and management issues.
- ❑ **Effective performance within a team environment** including: leadership, team building, influencing and project management skills.
- ❑ **Interpersonal skills** of effective listening, negotiating, persuasion and presentation.
- ❑ **Abilities to conduct research** into business and management issues either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process.

## Appendix 2

### QAA National Qualifications Framework: a brief guide to academic qualifications

The higher education qualifications awarded by universities and colleges in England, Wales and Northern Ireland are at five levels. In ascending order, these are the Certificate, Intermediate, Honours, Masters and Doctoral levels.

#### Certificate level

The holder of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

*The Certificate may be a first step towards obtaining higher level qualifications.*

#### Intermediate level

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

*The intermediate level includes ordinary (non-Honours) degrees, the Foundation degree, Diplomas of Higher Education, and other higher diplomas.*

**Honours level**

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

**Masters level**

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

**Doctoral level**

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

**Qualification nomenclature**

Public understanding of the achievements represented by higher education qualifications requires a consistent use of qualification titles. The following guidelines are designed to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

**Subject**

- Qualification titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:
  - 'A and B', where there is an approximately equal balance between two components;
  - 'A with B' for a minor/minor combination where the minor subject accounts for at least a quarter of the programme.
- Qualification titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.

**Appendix 3**

**SEEC Southern England Consortium for Credit Accumulation and Transfer Credit Level Descriptors 2001**

**Level 4: HE Level 1**

**Development of Knowledge and Understanding (subject specific)**

The Learner:

- **Knowledge base:** has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology;
- **Ethical issues:** can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.

### **Cognitive/Intellectual skills (generic)**

The Learner:

- **Analysis:** can analyse with guidance using given classifications/principles
- **Synthesis:** can collect and categorise ideas and information in a predictable and standard format
- **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance
- **Application:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

### **Key/transferable skills (generic)**

The Learner:

- **Group working:** can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- **Learning resources:** can work within an appropriate ethos and can use and access a range of learning resources
- **Self evaluation:** can evaluate own strengths and weakness within criteria largely set by others
- **Management of information:** can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy:** can take responsibility for own learning with appropriate support
- **Communications:** can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem solving:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues in the discipline

### **Practical skills (subject specific)**

The Learner:

- **Application:** can operate in predictable, defined contexts that require use of a specified range of standard techniques
- **Autonomy in skill use:** is able to act with limited autonomy, under direction or supervision, within defined guidelines

## **Level 5: HE Level 2**

### **Development of Knowledge and Understanding (subject specific)**

The Learner:

- **Knowledge base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- **Ethical issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

### **Cognitive/Intellectual skills (generic)**

The Learner:

- **Analysis:** can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- **Synthesis:** can reformat a range of ideas and information towards a given purpose
- **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

### **Key/transferable skills (generic)**

The Learner:

- **Group working:** can interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate
- **Learning resources:** can manage learning using resources for the discipline. Can develop working

- relationships of a professional nature within the discipline(s)
- **Self evaluation:** can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
  - **Management of information:** can manage information; can select appropriate data from a range of sources and develop appropriate research strategies
  - **Autonomy:** can take responsibility for own learning with minimum direction
  - **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
  - **Problem-solving:** can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner

#### **Practical skills (subject specific)**

The Learner:

- **Application of skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- **Autonomy in skill use:** able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

### **Level 6: HE Level 3**

#### **Development of Knowledge and Understanding (subject specific)**

The Learner:

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge
- **Ethical issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

#### **Cognitive/Intellectual skills (generic)**

The Learner:

- **Analysis:** can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and design novel solutions
- **Evaluation:** can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions
- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

#### **Key/transferrable skills (generic)**

The Learner:

- **Group working:** can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources:** with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline
- **Self-evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Information management:** can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance
- **Autonomy:** can take responsibility for own work and can criticise it
- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution

#### **Practical skills (subject specific)**



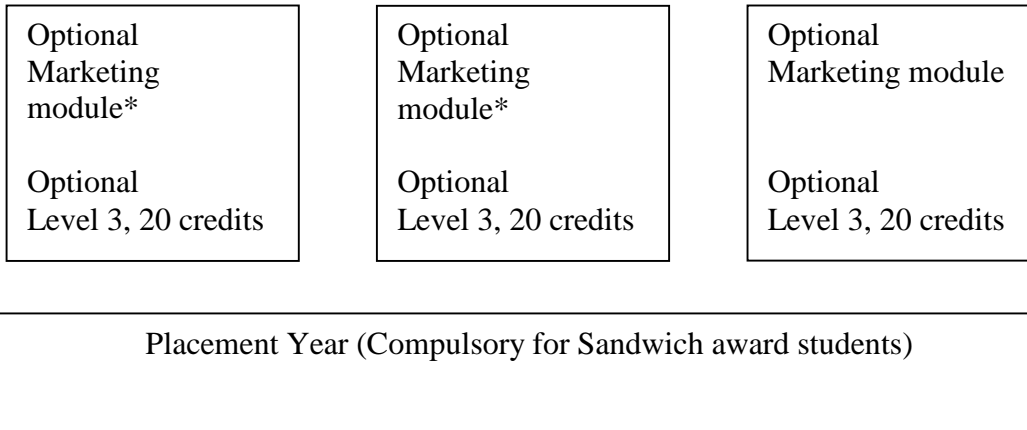
The Learner:

- **Application of skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use:** **able to act autonomously, with minimal supervision or direction, within agreed guidelines**

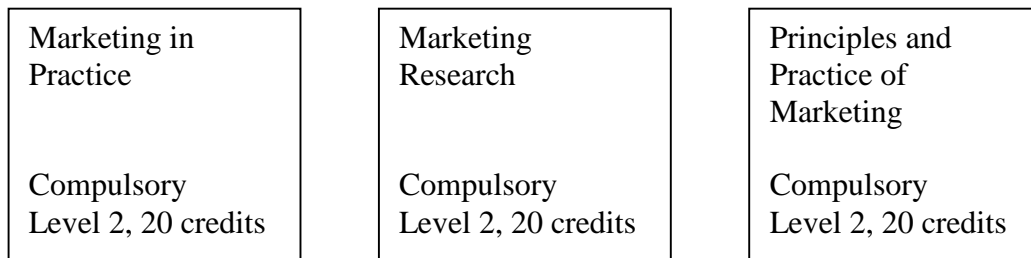
## Appendix 4

### Programme Structure for the Half Award in Marketing

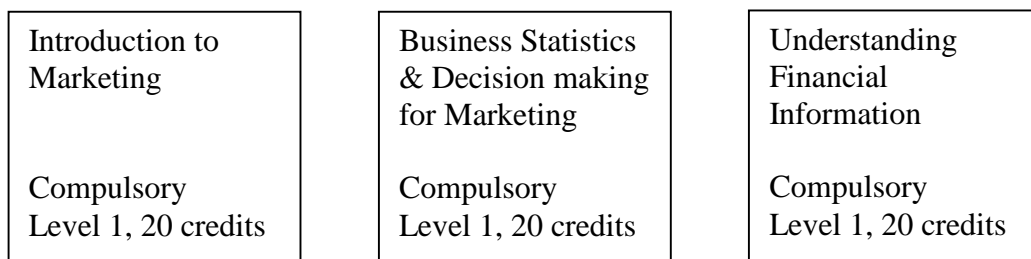
#### Level Three



#### Level Two



#### Level One



\* Students combining the Marketing half award with a language as the other half must take International Marketing Management (Level 3, 20 credits) as a *compulsory* module.

#### Programme Specification Status and Further Information

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning

outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Additional sources of information can be found in the student prospectus, the student handbook, the programme specific definitive document, the BBS modular options booklet and the QAA student handbook.