

# 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>	Faculty of Business and Law
<b>Programme accredited by</b>	N/a
<b>Highest award title</b>	BA (Hons) Marketing Communications (SW) BA (Hons) Marketing Communications (FT)
<b>Default award title</b>	
<b>Interim award title</b>	BA Marketing Communications DipHE Marketing CertHE Marketing
<b>Modular Scheme title (if different)</b>	N/A
<b>UCAS code (or other coding system if relevant)</b>	To Be Confirmed
<b>Relevant QAA subject benchmarking group(s)</b>	General 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 1 <sup>st</sup> 2007 <i>(Revised September 2011)</i>
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code 2</b>	

## Section 2: Educational aims of the programme

Marketing is one of the most important and dynamic of all business disciplines. Its focus on the understanding of customer needs and the delivery of customer satisfaction effectively and efficiently makes marketing central to any successful business. This Programme enables students to acquire relevant marketing and business knowledge and skills so that they can make an early and developing contribution in a range of organisational roles and acquire a further basis for life-long learning. It has particular resonance for those students seeking to specialise in the area of marketing communications with the introduction of a broad range of marketing communication techniques.

The programme aims to enable students to:

1. Study organisations, their management and the changing external environment in which they operate.
2. Acquire appropriate marketing and marketing-related knowledge and understanding.
3. Prepare for a career in a range of business and management roles, but with particular reference to marketing communications roles.
4. Experience and reflect on working in an organisation.
5. 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 global business environment.
2. The nature of markets and customers, the role of marketing, and other activities of the marketing function, specifically marketing communications knowledge and techniques.

#### Teaching/learning methods and strategies:

*Knowledge and understanding is acquired through a range of core and optional modules at levels 1,2 and 3. Core modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below but most modules make additional contributions that are identified separately in the module specifications. The **primary contributions of the core modules** are identified below.*

*Acquisition of 1 is by the core modules: Global Business Context (MET) (L1), Strategic Management (MET) (L3).*

*Acquisition of 2 is through the core modules: Introduction to Marketing (L1), Marketing in Practice (L2), Principles & Practice of Marketing*

<p>3. The use of accounting and the sources, uses and management of finance.</p> <p>4. The nature of organisations, work and management.</p> <p>5. The management and development of people</p> <p>6. The management of resources and operations</p> <p>7. The management of information systems and use of communication and information technology</p> <p>8. Business policy and strategy</p> <p>9. Quantitative methods for managerial applications.</p> <p>10. Business and management research</p>	<p><i>Communications (L2), Marketing Research (L2), Personal Sales Management (L3); Public Relations in the Digital Age (L3).</i></p> <p><i>Acquisition of 3 is by the core modules Understanding Financial Information(MET) (L1) and Financial Information for Marketing, Enterprise and Tourism (L2)</i></p> <p><i>Acquisition of 4 is by the core modules: Management and Organisational Behaviour (MET) (L1), Human Resource Management (MET) (L2)</i></p> <p><i>Acquisition of 5 is through cores modules Management and Organisational Behaviour (MET) (L1) and Human Resource Management (MET) (L2)</i></p> <p><i>Acquisition of 6 is provided by the core modules Competing through Operations (MET) (L2) and Strategic Management (MET) (L3)</i></p> <p><i>Acquisition of 7 is provided by the core modules Business Information Systems Management (MET) (L1) and Competing through Operations (MET) (L2)</i></p> <p><i>Acquisition of 8 is provided by the core module Strategic Management (MET) (L3)</i></p> <p><i>Acquisition of 9 is provided by the core module Business Statistics and Decision Making for Marketing (L1)</i></p> <p><i>Acquisition of 10 is provided by the core modules Independent Study Project (ISP) (L3) or Developing Business Knowledge (MET) (DBK) (L3)</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 approaches including coursework (learning outcomes 1–9), oral presentation (learning outcomes 1–9), tasks undertaken under examination conditions (learning outcomes 1–10), and project/dissertation (10).</i></p>
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## (B) Intellectual Skills

Learning outcomes	Teaching, learning and assessment strategies
<p><b>B Intellectual Skills</b> 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 business 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 reflective essays, learning diaries, management reports, presentations, tests, case studies, and examinations.</i></p>

## (C) Subject, Professional and Practical Skills

Learning outcomes	Teaching, learning and assessment strategies
<p><b>C Subject/Professional/Practical Skills</b> On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> <li>1. Carry out a business and management research project in the marketing communications area.</li> <li>2. Select and use subject specific tools and techniques</li> </ol>	<p><i>Skill 1 is achieved through the Independent Study Project (L3) but is underpinned by a range of smaller research activities at levels 1 and 2</i></p> <p><i>Skill 2 is acquired through all modules at Levels 1, 2 &amp; 3.</i></p> <p><b>Assessment:</b> <i>Skill 1 is primarily assessed by dissertation.</i></p> <p><i>Skill 2 is primarily assessed through course work reports and exercises and examinations in all modules.</i></p>

**(D) Transferable Skills and other attributes**

**Learning outcomes**

**Teaching, learning and assessment strategies**

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<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 a group.</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><i>Transferable skills are developed through an integrated programme of learning that is built into all core modules at levels 1, 2 and 3 and the work placement.</i></p> <p><i>Skills 1, 2, 3, 4, 5, 6, 7, 8 and 9 are developed in all core modules.</i></p> <p><i>Skills 1, 3, 6, 7, 8 are given particular emphasis in the ISP (L3) or DBK (L3) module.</i></p> <p><i>Skill 2 is given particular emphasis in: Management and Organisational Behaviour (L1), Introduction to Marketing (L1), Marketing in Practice (L2), Marketing Research (L2).</i></p> <p><i>Skill 4 is given particular emphasis in Business Statistics &amp; Decision Making for Marketing (L1) and Understanding Financial Information (MET) (L1)</i></p> <p><i>Skill 5 is given particular emphasis in Business Information Systems Management (MET) (L1), although its application pervades all modules.</i></p> <p><i>Skill 9 is given particular emphasis in: Strategic Management (MET) (L3), ISP (L3) or Developing Business Knowledge (MET) (L3)</i></p> <p><i>Skills 1,2,3,6,8,9 are given particular emphasis in the work placement</i></p> <p><b>Assessment</b></p> <p><i>Assessment of transferable skills is accomplished through a range of methods which include written individual and group course work, peer assessment, employer assessment, self-assessment, tests, presentations, examinations, dissertations</i></p> <p><i>All skills are assessed in the core modules at level 3</i></p>

## Section 4: Programme structure

ENTRY ↓	LEVEL 1	<p><b>Compulsory Modules</b></p> <p>UMKC7P-20-1 Introduction to Marketing (L1, 20 Credits)</p> <p>UMACXB-20-1 Understanding Financial Information (MET) (L1, 20 credits)</p> <p>UFMEER-20-1 Business Statistics &amp; Decision Making for Marketing (L1, 20 Credits)</p> <p>UMECX5-20-1 Global Business Context (MET) (L1, 20 Credits)</p> <p>UMOCX7-20-1 Management &amp; Organisation Behaviour (MET) (L1, 20 credits)</p> <p>UMMCX4-20-1 Business Information Systems Management (MET) (L1, 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><b>CertHE Marketing</b> Credit requirements: 120 at the appropriate level</p>
		<p><b>Core modules</b></p> <p>None</p>		
	LEVEL 2	<p><b>Compulsory modules</b></p> <p>UMKC7T-20-2 Marketing in Practice (L2, 20 Credits)</p> <p>UMKCPC-20-2 Principles &amp; Practice of Marketing Communications (L2, 20 credits)</p> <p>UMKC7T-20-2 Marketing Research (L2, 20 Credits)</p> <p>UMAD3S-20-2 Financial Information for Marketing, Enterprise and Tourism (L2, 20 Credits)</p> <p>UMPD3E-20-2 Human Resource Management (MET) (L2, 20 Credits)</p> <p>UMMCYW-20-2 Competing through Operations (MET) (L2, 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><b>DipHE Marketing</b> Credit requirements: 240 at the appropriate level</p>
		<p><b>Core modules</b></p> <p>None</p>		

<b>YEAR OUT</b>	All students* will normally undertake a work placement of at least 40 weeks and undertake a project within a marketing communications context. 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 formal feedback from the employer and a portfolio of the student's work.		
<b>LEVEL 3</b>	<p><b>Compulsory modules</b></p> <p>UMSD38-20-3 Strategic Management (MET) <i>(Level 3, 20 credits)</i></p> <p>(UMKCNK-40-3) Independent Study Project <i>(L3, 40 credits)**</i></p> <p><b>or</b></p> <p>UMSD3W-40-3 Developing Business Knowledge (MET) <i>(L3, 40 credits)</i></p> <p>UMKCPR-20-3 Public Relations in the Digital Age <i>(Level 3, 20 credits)</i></p> <p>UMKCWY-20-3 Personal Sales Management <i>(Level 3, 20 credits)</i></p> <p><b>Core modules</b></p> <p>As above</p>	<p><b>Optional modules</b></p> <p><b>1 x 20 credit option from:</b></p> <p>UMKC7Y-20-3 Business and Services Marketing <i>(Level 3, 20 credits)</i></p> <p>UMKCY8-20-3 Direct and Digital Marketing <i>(Level 3, 20 credits)</i></p> <p>UMKC7V-20-3 International Marketing Management <i>(Level 3, 20 credits)</i></p> <p>UMKCMB-20-3 Charity Fundraising Management <i>(Level 3, 20 credits)</i></p> <p>UMKCPF-20-3 Non-profit Marketing and Campaigning <i>(Level 3, 20 credits)</i></p>	<p><b>Prerequisite requirements</b></p> <p>200 credits at the appropriate level</p> <p><b>Awards:</b> Target/highest title: BA (Hons) Marketing Communications</p> <p>Default title: BA Marketing Communications</p> <p><b>Credit requirements</b> BA (Hons): 360 credits at the appropriate levels</p> <p>BA: 300 credits at the appropriate levels</p>
<b>→ GRADUATION</b>			

\* Where students are unable to complete an appropriate work placement they may continue their degree on the BA (Hons) Marketing Communications (FT).

\*\* Independent Study Project is only available to students on BA (Hons) Marketing Communications (SW)

## **Section 5: Entry requirements**

### **Entry at Level 1**

GCSE in Maths and English (Grade C or higher)

And

Tariff points 300 in any subject.

Or

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

Or

Approved Access route

Or

Baccalaureate: EB: 70% or IB: 26 points

Or

Irish Highers: BBB–BBBB

### **Entry at levels 2 and 3**

The programme supports direct entry at level 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**

All assessment is governed by the University's current Academic Regulations and Procedures

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

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

1. The development of autonomous learners.
2. Provision of learning opportunities that are personally and professionally relevant and quality assured.
3. The maintenance of a supportive learning environment.
4. The promotion of the scholarship of teaching.
5. The provision of continuing professional development opportunities for all staff within a culture of reflective practice.

### **CURRICULUM DESIGN CONTENT AND ORGANISATION**

The programme is delivered within a modular scheme that allows credit accumulation and flexibility in the student learning process. There are features of the programme curriculum that distinguish it from the general business and management programmes, as well as features that distinguish the specialist BA Marketing Communications pathway from the more general BA Marketing specialist programme. The distinction between the programme and the general business and management programmes is achieved by:

- + Employing module variants from the overall scheme that are designed with a marketing audience in mind. For example, Financial Information for Marketing, Enterprise and Tourism is a variant of Managing Finance that has some syllabus changes that are specifically of interest to marketers, such as brand valuation.
- + The use of specific modules which are only available to the specialist marketing programme students. Introduction to Marketing, Marketing Research, Marketing in Practice, Principles and Practice of Marketing Communications are only available in the Marketing programme and cover their syllabi at a level of detail that is not possible with the general Level 2 Marketing module available on the general business and management programmes.

In addition, to clearly distinguish this specialist pathway marketing programme (BA Marketing Communications) from the more generalist specialist (sic) marketing programme (BA Marketing), the following conditions apply:



- + Students are required to take 20 credits that are part of the specialist pathway at Level 2 (Principles and Practices of Marketing Communications).
- + Students are required to take 80 credits that are part of the specialist pathway at Level 3. These comprise the ISP/DBK on a marketing communications topic, the Direct and Digital Marketing module, and the Personal Marketing Communications module, both of which are only available to those students pursuing the BA Marketing Communications programme.

## **TEACHING, LEARNING AND ASSESSMENT**

The teaching and 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 their learning and to view that learning as an on-going process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The Business School 'blend' consists of face-to-face learning in large and small groups (lectures and seminars/workshops) supported by on-line learning through the institutional Virtual Learning Environment, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme — both individually and in groups — with this level of independence increasing as the student moves from Level 1 to Level 3. 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 throughout the Programme and in more depth in identified modules (e.g., spreadsheets in Understanding Financial Information, presentation skills in Introduction to Marketing, using the internet in Business Information Technology Management, team work and negotiation in Management and Organisational Behaviour, research skills in Marketing Research and the Independent Study Project or Developing Business Knowledge (MET). 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.

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. The final year dissertation module allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

All sandwich students will undertake a work placement of 40 weeks or more. This provides a rich process in which students can reassess themselves and confront the challenges of carrying out a marketing-related role in a new organisation, knowing that they will be returning to the programme for a further period of reflection and learning after the placement is completed. Whilst on placement students will have the knowledge that there is support available to them if there is a problem.

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

- Test the students' knowledge of and 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's current Academic Regulations and Procedures 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, dissertations, and employer and self-assessment of the placement.

## **LEARNING RESOURCES**

All modules have teaching/learning resource booklets and most have set texts. Additional support is provided through library and ICT facilities.

## **STUDENT SUPPORT AND GUIDANCE**

Academic staff (usually module leaders) provides student support for all issues relating to the content and delivery of the module. Where necessary, the Student Advice Centre provides timely, accurate and confidential advice on all aspects of the provision. This includes matters relating to fees, assessment arrangements, extenuating circumstances procedures, option choice, timetabling and so on as well as where and how to access the support provided by the University. Additional support and guidance is provided by Programme Director and Programme Tutor who are also responsible for ensuring the collection of and response to student feedback. Formal Programme Management Committee meetings involving Programme Director/Programme Tutor, Students Representatives, and Module Leaders are convened each semester to consider the programme and the constituent modules. Module Leaders who attend receive feedback there and then. However, the proceedings are minuted and copies of the minutes are made available to all concerned parties. Module Leaders use the feedback when reviewing their own modules and the Programme Director uses the feedback when producing the annual monitoring and evaluation report for the programme. This report evaluates the year passed and makes recommendations, when appropriate, for changes to the programme for the up-coming year.

## 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 of undergraduate Business and Management awards.
3. The QAA General Business and Management Benchmark Statements.
4. The Southern England Consortium for Credit Accumulation and Transfer (SEEC) 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 and AEL 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.

**Command an exceptionally high reputation amongst employers**, — through both the work placement and the high achievements of graduate degree classifications from the BABS award, students are exceptionally 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 students' working environment and resources both here in Bristol and whilst on their placement.

### 2. The outcomes of monitoring and evaluation of current business and management undergraduate provision in the Business School

An extensive review of the undergraduate portfolio and the relative position of marketing subject provision within the portfolio have been undertaken. The conception and design of the new pathway programme is seen as being positioned well within the range of specialist provision within the Faculty and conforms to the principles established for specialist pathway degrees within the undergraduate portfolio at BBS.

The BA Marketing programme from which the pathway stems, was one of the first specialist route, general business and management degrees. It remains successful in attracting students with business and management career aspirations in the marketing field, aspirations that can be met even at an early stage through the work placement during the award itself.

While that existing degree is expected to continue to be seen as relevant by students, the new programme reflects a perceived demand for a degree of further specialisation, particularly for those students with particular career aspirations in the area of marketing communications.

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

The proposed programme is intended to achieve these benchmark statements in full (please see Appendices 1 and 2 for details).

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

The proposed programme, in common with all undergraduate provision in the Business School conforms to the credit level descriptors (please see 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. There are separate benchmark statements for Accounting.

*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 of 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 an 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/transferable 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

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.