



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|--|--|--------------------------|----------------|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | University of the West of England | | |
| Delivery Location | University of the West of England | | |
| Faculty responsible for programme | Faculty of Business & Law | | |
| Department responsible for programme | Business and Management | | |
| Modular Scheme Title | Bristol Business School Undergraduate Scheme | | |
| Professional Statutory or Regulatory Body Links | Chartered Institute of Marketing (CIM) | | |
| Highest Award Title | BA (Hons) Marketing Communications (SW) BA (Hons) Marketing Communications (FT) | | |
| Default Award Title | | | |
| Interim Award Titles | BA Marketing Communications (SW) BA Marketing Communications (FT) DipHE Marketing Communications CertHE Business and Management | | |
| UWE Progression Route | | | |
| Mode(s) of Delivery | Sandwich, Full-time | | |
| Codes | UCAS: | JACS: | |
| | ISIS2: N501 | HESA: | |
| Relevant QAA Subject Benchmark Statements | General Business & Management | | |
| First CAP Approval Date | 28 March 2012 | Valid from | September 2012 |
| Revision CAP Approval Date | 3 February 2015 | Revised with effect from | September 2015 |
| Version | 2.1 | | |
| Review Date | September 2018. | | |

Part 2: Educational Aims of the Programme

The BA(Hons) Marketing Communications offers students a current and integrated business education covering the main disciplines and operational areas of business. Marketing is one of the most important and dynamic of all business disciplines. Its focus on the understanding of customer

Part 2: Educational Aims of the Programme

needs and the delivery of customer satisfaction effectively and efficiently makes marketing central to any successful business. The main aim is for students to acquire appropriate marketing and marketing communications-related knowledge and understanding. 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.

This 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.

Part 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 following areas:

A Knowledge and Understanding

(A) Knowledge and understanding:

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 and the role of marketing.
3. The use of accounting and the sources, uses and management of finance.
4. The nature of organisations, work and management.

Teaching/learning methods and strategies:

Knowledge and understanding is acquired through the compulsory and core modules at levels 1,2 and 3. Compulsory and core modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below:

Acquisition of 1 is by the core modules: Understanding the Business and Economic Environment (MET) (L1), Applied Marketing Practice(L2)

Acquisition of 2 is by the core modules of: Understanding the Principles of Marketing(MET) (L1), Applied Marketing Practice(L2), Methods of Enquiry (MET) (L2), Contemporary Issues in Marketing (L3); Public Relations (L3)

Acquisition of 3 is by the core modules Understanding Business and Financial Information (MET) (L1) and Financial Aspects of Marketing, Events and Tourism (L2)

Acquisition of 4 is by the core modules: Meeting the Management Challenge (MET); Understanding Organisations and People (MET) (L1), Consumer Behaviour and Professional Practice (L2); Public Relations (L3)

Part 3: Learning Outcomes of the Programme

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| 5. The management and development of people | Acquisition of 5 is by the core modules: <i>Understanding Organisations and People (MET) (L1), Consumer Behaviour and Professional Practice (L2), Integrated Marketing Communications (L2); Applied Marketing Practice(L2),</i> |
| 6. The management of resources and operations | Acquisition of 6 is by the core modules: <i>Managing Business Processes (MET) (L2) and Applied Marketing Practice(L2)</i> |
| 7. The management of information systems and use of communication and information technology | Acquisition of 7 is by the core modules: <i>Meeting the Management Challenge (MET) (L1); Engaging in Critical Business Enquiry (MET) (L2); Managing Business Processes (MET) (L2); Methods of Enquiry (MET) (L2), Integrated Marketing Communications (L2); Public Relations (L3)</i> |
| 8. Business policy and strategy | Acquisition of 8 is by the core module: <i>Managing Business Processes (MET) (L2); Strategic Management (MET)(L3); Contemporary Issues in Marketing (L3)</i> |
| 9. Quantitative methods for managerial applications. | Acquisition of 9 is by the core modules: <i>Meeting the Management Challenge (MET) (L1); Methods of Enquiry (MET) (L2);</i> |
| 10. Business and management research | Acquisition of 10 is by the core modules: <i>Engaging in Critical Business Enquiry (MET) (L1); Methods of Enquiry (MET) (L2); Work-based Enquiry Project (MET) (L3), Critical Business Enquiry(MET) (L3) or Enterprise Project (L3)</i> |
| 11. Ethics & ethical decision making; sustainability & global citizenship | Acquisition of 11 is by the core modules: <i>Meeting the Management Challenge (MET) (L1); Methods of Enquiry (MET) (L2); Work-based Enquiry Project (L3), Critical Business Enquiry (L3) or Enterprise Project (L3); Contemporary Issues in Marketing (L3); Public Relations (L3)</i> |
| 12. Knowledge appropriate to programme subject specialism | Acquisition of 12 is by the core modules: <i>Consumer Behaviour and Professional Practice (L2) Applied Marketing Practice(L2) Methods of Enquiry (MET) (L2) Integrated Marketing Communications (L2) Contemporary Issues in Marketing (L3) Public Relations (L3)</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. | |

| Part 3: Learning Outcomes of the Programme | |
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| | <p>Assessment:</p> <p><i>Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-9, 11-12), oral presentation (learning outcomes 4,5 and 7), tasks undertaken under examination conditions (learning outcomes 1-10), and projects (learning learning outcome 10 & 11).</i></p> |
| B Intellectual Skills | |
| B Intellectual Skills | Teaching/learning methods and strategies: |
| <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Gather and critically evaluate evidence and information from a range of sources. 2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks. 3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application. 4. Apply these skills in a range of complex and unpredictable contexts. | <p><i>Intellectual skills are developed at levels 1,2 and 3 through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and online and simulation activities.</i></p> <p>Assessment:</p> <p><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 | |
| C Subject, Professional and Practical Skills | Teaching/learning methods and strategies: |
| <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Carry out a business and management research programme 2. Write management reports 3. Contribute effectively to group projects and deliver presentations 4. Select and use subject specific tools and techniques | <p><i>Acquisition of 1 is by the core modules: Work-based Enquiry Project (L3), Critical Business Enquiry (L3) and Enterprise Project (L3), underpinned by a range of smaller research activities at levels 1 and 2</i></p> <p><i>Acquisition of 2 by all core modules at levels 1, 2 and 3</i></p> <p><i>Acquisition of 3 is by the core modules: Meeting the Management Challenge (MET) (L1); Understanding the Principles of Marketing (MET) (L1); Managing People (MET) (L2); Managing Individual & Organisational Change (MET) (L3).</i></p> <p><i>Acquisition of 4 is by the core modules: Meeting the Management Challenge (MET) (L1); Understanding Business and Financial Information (MET); Engaging in Critical Business Enquiry (L1); (L1); Understanding the Principles of Marketing(MET) (L1); Managing People (MET) (L2); Accounting Information for Business Decision-makers (MET) (L2); Managing Business Processes (MET) (L2); Applied Marketing Practice (L2); Contemporary Issues in</i></p> |

| Part 3: Learning Outcomes of the Programme | |
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| 5. Develop professional identity and subject expertise relevant to degree programme | <p><i>Marketing (L3); Public Relations (L3)</i></p> <p><i>Acquisition of 5 is through the core modules: Meeting the Management Challenge (MET): Managing People (MET) (L2); Managing Individual & Organisational Change (MET) (L3); Public Relations (L3)</i></p> <p>Assessment</p> <p><i>Skill 1 is primarily assessed by project/dissertation</i></p> <p><i>Skill 2 is primarily assessed through coursework reports</i></p> <p><i>Skill 3 is primarily assessed through coursework and group presentations</i></p> <p><i>Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules</i></p> |
| D Transferable Skills and other attributes | |
| D Transferable Skills and other attributes | Teaching/learning methods and strategies: |
| On completion of the programme students will be able to: | <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> |
| 1. Work effectively alone. | <i>Skills 1, 2, 3, 4, 5, 6, 7, 8 and 9 are developed in all core and option modules. Skills 1,3,6, 7, 8 are given particular emphasis in the modules: Work-based Enquiry Project (L3), Critical Business Enquiry (L3) and Enterprise Project (L3)</i> |
| 2. Work effectively in groups. | <i>Skills 1, 2, 3, 4, 5, 6, 7, 8 and 9 are developed in all core and option modules. Skills 1,3,6, 7, 8 are given particular emphasis in the modules: Work-based Enquiry Project (L3), Critical Business Enquiry (L3) and Enterprise Project (L3)</i> |
| 3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages. | <i>Skill 2 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding the Principles of Marketing(MET) (L1); Managing Individual & Organisational Change (MET) (L3)</i> |
| 4. Extract, process and present numerical information for a given purpose. | <i>Skill 4 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding Financial and Business Information (MET) (L1); Accounting Information for Business Decision-makers (MET) (L2); Methods of Enquiry (L2)</i> |
| 5. Use information technology. | <i>Skill 4 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding Financial and Business Information (MET) (L1); Accounting Information for Business Decision-makers (MET) (L2); Methods of Enquiry (L2)</i> |
| 6. Manage own time and workload. | <i>Skill 4 is given particular emphasis in the core modules: Meeting the Management Challenge (MET) (L1); Understanding Financial and Business Information (MET) (L1); Accounting Information for Business Decision-makers (MET) (L2); Methods of Enquiry (L2)</i> |
| 7. Take responsibility for own learning. | <i>Skill 5 is given particular emphasis in Meeting the Management Challenge (MET) (L1), Engaging in Critical Business Enquiry) (L2); Methods of Enquiry (L2) although its application pervades all modules.</i> |
| 8. Reflect on own performance and respond positively to feedback. | <i>Skill 5 is given particular emphasis in Meeting the Management Challenge (MET) (L1), Engaging in Critical Business Enquiry) (L2); Methods of Enquiry (L2) although its application pervades all modules.</i> |
| 9. Transfer knowledge and skills across different settings. | <i>Skill 9 is given particular emphasis in International Business (L2); Managing Individual and Organisational Change (MET) (L3), Consumer Behaviour and Professional Practice (L2); and Work-based Project (L3), Critical Business Enquiry (L3) and Enterprise Project (L3)</i> |
| 10. Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large. | <i>Skill 10 is given particular emphasis in Meeting the Management Challenge (MET) (L1); Managing People (MET) (L2); Managing Individual and Organisational Change (MET)</i> |

Part 3: Learning Outcomes of the Programme

Skills 1,2,3,6,8,9 & 10 are given particular emphasis in the work placement


Assessment

Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, employer assessment, self-assessment, tests, presentations, examinations, dissertations

All skills are assessed in the core modules at level 3

Part 4: Programme Structure BA (Hons) Marketing Communications

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|--|---------|--|---|--|
|  | Level 1 | <p>Meeting the Management Challenge (MET) UMCDDK-30-1</p> <p>Understanding Business and Financial Information (MET) UMADDN-15-1</p> <p>Understanding the Business and Economic Environment (MET) UMEDDM-15-1</p> <p>Engaging in Critical Business Enquiry (MET) UMCDDL-30-1</p> <p>Understanding Organisations and People (MET) UMODDP-15-1</p> <p>Understanding the Principles of Marketing (MET) UMKDDE-15-1</p> | <p>There are no optional modules at level 1</p> | <p>CertHE Business and Management</p> <p>Credit requirements: 120 at the appropriate level</p> |

| | Compulsory Modules | Optional Modules | Interim Awards |
|---------|---|--|---|
| Level 2 | <p>UMKD6X-30-2 Consumer Behaviour and Professional Practice</p> <p>UMADDF-15-2 Financial Aspects of Marketing, Events and Tourism</p> <p>UMKD6N-15-2 Applied Marketing Practice</p> <p>UMCDC8-30-2 Methods of Enquiry (Marketing, Events and Tourism)</p> <p>UMMDDG-15-2 Managing Business Processes (Marketing, Events and Tourism)</p> <p>UMKD6M-15-2 Integrated Marketing Communications</p> | There are no optional modules at level 2 | <p>DipHE Marketing Communications</p> <p><i>Credit requirements: 240 at the appropriate level</i></p> |

Placement or Study Year Abroad (SYA)

For the award of the sandwich title (SW) students must choose one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:

1. Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree.

During this time students must complete and pass the 15 credit level 3 module, Learning, Enquiry and Development on Placement UMCD9X-15-3. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

2. Study Year Abroad, which consists of two semesters of study at a partner institution abroad.

During this time students must complete and pass the 15 credit level 3 module, Learning and Development on Study Year Abroad (UMCD9Y-15-3). This modules assesses assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

In addition, whilst at the partner institution students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules

related to their programme of study at UWE with a further 5-10 ECTS in the language of the host country. If the advent of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams

To be eligible for either Placement or SYA students must have passed a minimum of 210 credits

| | Compulsory Modules | Optional Modules | Interim Awards: |
|---------|---|--|--|
| Level 3 | Final Year Project (30 credits) – choice of UMCD9W-30-3 Critical Business Enquiry Project OR UMCD9Q-30-3 Enterprise Project OR UMCD9T-30-3 Work-based Enquiry Project OR UMCDHU-30-3 Applied Business Project OR UMCDFS-30-3 Business Project UMKD6Y-30-3 Contemporary Issues in Marketing UMKD6V-15-3 Public Relations | 3 options should be selected up to a maximum value of 45 credits from the modules listed below: (subject to availability) Students who have completed a Placement or SYA (and passed the relevant modules) are required to select 2 options up to a maximum credit value of 30 credits. UMKD6S-15-3 Interactive and Digital Marketing UMKD75-15-3 Events and Festivals Management UMSDDJ-15-3 Strategic Management (MET) UMKD6R-15-3 Marketing Services UMKD6Q-15-3 Global Marketing Management <i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year</i> | BA Marketing Communications (SW) BA Marketing Communications (FT) <i>Credit requirements:</i> 300 credits at the appropriate levels |

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:
 International students seeking direct entry into level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

Part 6: Assessment

All assessments will be held according to approved to University Regulations and Procedures.

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

Assessment Map

The programme encompasses a range of **assessment methods** including; reports, essays, presentations, case studies, written examinations, portfolio's, online tests. These are detailed in the following assessment map:

Assessment Map for BA (Hons) Marketing Communications

| | | Type of Assessment* | | | | | | | | | |
|----------------------------|----------------------------|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| Compulsory Modules Level 1 | UMCDDK-30-1 | | | | | | B (10) | | B (60) | | A (30) |
| | UMADDN-15-1 | | | | A (50) | | | | B (50) | | |
| | UMEDDM-15-1 | | A (50) | | | | | B (50) | | | |
| | UMCDDL-30-1 | A (30) | | | | | | B (35) | | | B (35) |
| | UMODDP-20-1 | A (50) | | | | | | B (50) | | | |
| | UMKDDE-15-1 | | | | | | A (50) | B (50) | | | |
| Compulsory Modules Level 2 | UMKD6X-30-2 | A (50) | | | | | | | | | B (50) |
| | UMADDF-15-2 | A (60) | | | | | B (8) | | B (32) | | |
| | UMKD6N-15-2 | | | | B (30) | | A (70) | | | | |
| | UMCDC8-30-2 | | | | | | | B (50) | | | A (50) |
| | UMMDDG-15-2 | A (50) | | | | | | | B (50) | | |
| | UMKD6M-15-2 | A (50) | | | | | | B (50) | | | |
| Compulsory Modules Level 3 | UMCD9T-30-3 UMCD9W-30-3 | | | | | | | | A (100) | | |
| | UMCDFS-30-3 UMCDHU-30-3 | | | | | | | | A (100) | | |
| | UMCD9Q-30-3 | | | | | | A (10) | | A (90) | | |
| | UMKD6Y-30-3 | | | | | | A (30) | B2 (49) | | | B1 (21) |
| | UMKD6V-15-3 | A (40) | | | | | | B (60) | | | |
| Optional | UMKD6S-15-3 | A (50) | | | | | | B (50) | | | |

Part 6: Assessment

| | | | | | | | | | | | |
|--------------------|-------------|-----------|-----------|--|--|--|--|-----------|--|--|--|
| Modules Level 3 | UMKD75-15-3 | | A (50) | | | | | B (50) | | | |
| | UMSDDJ-15-3 | A (60) | | | | | | B (40) | | | |
| | UMKDCA-15-3 | | A (50) | | | | | B (50) | | | |
| | UMKD6R-15-3 | A (50) | | | | | | B (50) | | | |
| | UMKD6Q-15-3 | A (50) | | | | | | B (50) | | | |

*Assessment should be shown in terms of either; **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Marketing Communications programme teaching is a mix of scheduled, independent and placement learning. For the BA Marketing Communications:

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning For students on the sandwich programme this is either:

- **Placement option** – a significant period of paid employment or self-employment. A typical placement lasts for 40 weeks or more, although shorter periods in employment may also be possible subject to meeting the academic requirements of the placement module.
- **Study Year Abroad option** - Two semesters of study at a partner institution abroad.

Description of Distinctive Features and Support

The overarching aim of the Faculty's Learning Teaching & Assessment Strategy is 'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'.

The supporting objectives of the strategy are the:

Part 7: Student Learning

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

Curriculum Design Content & Organization

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students therefore study 60 credits (3 modules) each semester and 120 credits per level (6 modules in total).

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 utilizes a Level One that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

1. Level One provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study.
2. Level Two is structured around the key areas of marketing communications. Students will also develop research skills that link to the Level 3 Project.
3. Level Three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the nature of marketing, communications and related practices and principles. Integration is in part achieved through the choice of Level 3 project, which range from a more traditional dissertation project in the Critical Business Enquiry Project; to an applied Work-based Enquiry Project (based on Placement or concurrent work experience); to a new business launch or creating a business case project in the Enterprise Project. In addition students have 1 optional module to select, which focus on digital marketing or events & festivals management. These optional modules allow level three students to develop a deep understanding of the areas of business in which they have a specialist interest.

Teaching, Learning & Assessment

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many 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 ongoing 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

Part 7: Student Learning

throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, 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 the level of this independence increasing as the student moves from level one to level three.

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme through the 30 credit modules as follows:

| | Personal and Professional (Employability) Strand | Enquiry Strand (Research & Academic Skills development) |
|---------|--|---|
| Level 1 | Meeting the Management Challenge | Engaging with Critical Business Enquiry |
| Level 2 | Consumer Behaviour and Professional Practice | Methods of Enquiry (MET) |
| Level 3 | Contemporary Issues in Marketing | Work-based Enquiry Project or Critical Business Enquiry Project or Enterprise Project |

Whilst the 30 credit modules provide the focus for the development of skills, subject specific, professional and transferable skills are further developed throughout the programme and in more depth in identified modules, i.e. analytical and interpretive skills (*Integrating Marketing Communications*), numeric and problem-solving skills (*Financial Aspects for Marketing, Events and Tourism*), self-reflective capabilities (*Principles and Practice of Marketing*) and presentation skills (*Principles and Practice of Marketing*).

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. A final Level project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final Level Three capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

All sandwich students will undertake a work placement of a minimum of 40 weeks normally in an area of a business related to the specialism of the degree and this provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning, Enquiry & Development on Placement* or *Learning & Development on Study Year Abroad*).

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the

Part 7: Student Learning

growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:

- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

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, personal development portfolios and employer and self-assessment of the placement.

Learning Resources

All modules make use of Blackboard for web enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library online MySkills resource for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self directed online tutorials. There is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

Student Support & Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At each level students are supported by Academic Personal Tutors, an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's Academic Support Centre, an initiative intended to support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

Part 7: Student Learning

The UWE Careers Placement Support Team provides extensive support for students in preparation for their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. Together with the student portal myUWE, the university's [Essential Student Information](#) web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with UK visas.

Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

The learning outcomes of the programme map against both the QAA subject benchmark statement for General Business & Management and the following University and Faculty strategies and policies:

University strategies and policies

University's Vision & Mission – I.N.S.P.I.R.E.

University Strategic Plan

UWE Charter

Faculty strategies and policies:

Blended Learning Framework

Curriculum Principles

Employability Strategy

Faculty of Business and Law LTA Strategy

Staff research projects

Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback

Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

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, available on the University's website.