

# PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

## SECTION A: DETAILS OF THE PROGRAMME AND AWARD

<b>Programme Title</b>	<b>BA (Hons) Marketing BA (Hons) Marketing with Foundation Year</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Programme Location</b>	<b>Buckinghamshire New University, High Wycombe, Uxbridge, UCAV</b>
<b>School</b>	<b>School of Business, Law &amp; Computing</b>
<b>Name of Final Award</b>	<b>Bachelor of Arts with Honours, BA (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Subject Benchmark Statement(s)</b>	<b>QAA Subject Benchmark Statement, Business and Management 2015</b>
<b>UCAS Code</b>	<b>N502</b>
<b>Course Code(s)</b>	<b>BB3MKT1 BB3MKT4</b>
<b>Mode of Delivery</b>	<b>Full time</b>
<b>Length of Study</b>	<b>3 years / 4 years with foundation year</b>
<b>Number of Intakes</b>	<b>3 year version – 2: September, January 4 year version – 2: September, January</b>
<b>Regime of Delivery</b>	<b>Campus Based</b>
<b>Language of Study</b>	<b>English</b>
<b>Programme Accreditation</b>	
<b>Month and Year valid from</b>	<b>September 2018</b>
<b>Publication &amp; Revision Dates</b>	<b>September 2018</b>

### Programme Introduction

In a rapidly changing world, driven by the evolving power of technology and shifts in consumer habits and business practices, marketing is critical to the success of all types of organisation, in both the private and public sectors, at both a local and global level. The aim of this course is to provide students with a comprehensive understanding of the role of marketing in this changing landscape, aligned with a portfolio of practical skills about how to develop and deploy marketing as an effective business tool. This will be underpinned by developing higher level skills in problem solving, creative thinking and collaborative working, in a manner that will encourage students to acquire a desire for life-long learning as they develop their careers.

The course will enable students to develop their skills and knowledge via guest speaker lectures, visits to clients and agencies, and assignments based upon live briefs and scenarios. The latter will provide opportunities to acquire skills in leadership and management and to understand how marketing

operates alongside of other business disciplines at both an operational and strategic level. The aim is to create marketing graduates with a clear and holistic understanding of how marketing relates to an organisation as a whole and to the wider world.

In doing this students will be exposed to and more informed of, the different types of roles, jobs and career pathways to be found in marketing, such as brand and marketing managers consultants, researchers and emerging areas such as e commerce and data analysts. The academic teaching team, with extensive industry experience and connections in the marketing and media arena, supported by access to the latest academic research, will seek to support students as they use their experiences on the course to define which career pathway they may choose. Staff will use experiential teaching, blended with an understanding of both established and emerging practices and theoretical thinking to enhance the student's portfolio of understanding and skills and their ability to think critically and apply justified solutions in real world situations.

Students whose prior studies have included business, psychology, sociology, media and English can continue to explore the subject areas with a Marketing focus. It may also be of interest to mature applicants who have experience of working in a front-line customer service role or who have run their own business and who want to formalise their practical experience with an acknowledged qualification.

## **Distinguishing Features and Key Characteristics of the Programme**

The one consistent factor in the modern business and marketing world is change. The course aims to provide students with knowledge of how to understand and deploy best contemporaneous practice in marketing in order to successfully begin a career in marketing, whilst at the same time, developing their skills which will enable them develop that career as that world continues to change.

### **Distinguishing Features**

- Students will develop a commercial mind-set that links marketing to business at both a tactical and strategic level
- Students will also develop a clear understand of the evolving role and importance of the consumer in modern marketing
- Students develop an understanding of the critical role of digital technology in business and marketing and where and how this can be used effectively and efficiently
- The degree uses live projects and scenarios wherever possible so that students can apply their learning and learn to deal with real world situations
- Students are able to critically assess leading edge thinking and practice, and ascertain its potential use
- Students acquire a wide range of business and employability skills, which makes them able to deal creatively, work empathetically and solve problems.
- The programme provides a strategic and global view with recurring themes throughout of problem solving, creative thinking and developing empathy
- Guest lecturers will be used throughout the programme to demonstrate the relevance of the teaching in a real life context.
- Interactive seminar sessions and group size facilitates a personal contact approach, high levels of student engagement and effective personal tutoring.

### **Admission Requirements**

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

### **Recognition of Prior Learning**

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

For students progressing by entry with advanced standing to Level 6 an overall Merit profile in an HND, a Foundation Degree or a recognised overseas equivalent is required. In other cases, applications for advanced entry with specific credits towards the degree will be dealt with under APL regulations and procedures.

## Employability Statement / Career Prospects

Marketing is a core element of all organisations and therefore, opportunities exist across all industry sectors - private, public and voluntary. These can range from the financial, consumer and information technology industries to not-for-profit organisations, such as charities, local government and higher education institutions. Furthermore specialist marketing, advertising and PR agencies also offer potential employment opportunities for marketing graduates. Nationally, 82.5% of marketing graduates are employed after completion of their degree, according to statistics from Graduate Prospects published in November 2017.

## SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

### Programme Aims

The main educational aims of the programme are to:

- Prepare students for a career in Marketing through the development of knowledge, skills and understanding of essential business and marketing management principles and practices;
- Produce graduates with the level of skills, knowledge and analytic abilities that equip them for professional or postgraduate study and for lifelong career development.
- Enhance the employability of graduates through the blend of academic study and skills development. The course aims to develop enterprise and entrepreneurial skills and offers students opportunities to link their studies with work experience, internships and study abroad;
- Develop the confidence and transferable skills in areas that are sought by employers in such areas as communications, problem solving, critical thinking, and professional development.

**Table 1: Programme Learning Outcomes and Mapping to Modules**

On successful completion of Level 6 BA (Hons) a graduate, will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Demonstrate and apply knowledge and understanding of marketing in organisations with a critical interpretation of the main issues and themes that affect the policy and practice of marketing management	MG409 MG412 BM413	MG526 MG529 BM532 BM533	BM634/BM635* MG618 MG632 MG628 BM632 BM633
K2	Analyse the strategic marketing choices available to businesses and review how marketing decisions are taken in their economic and cultural context, particularly focusing on the role and scope of marketing research.	MG409 MG412 MG413 MG414 BM413	MG529 BM528 BM532 BM533	BM634/BM635* MG618 MG628 BM632 BM633
K3	Research and analyse consumer buyer behavioural responses to	MG407		MG618 MG632

	marketing and advertising stimuli.			
<b>C</b>	<b>Intellectual/Cognitive Skills</b>			
<b>C1</b>	Create, evaluate and assess options to enable effective problem solving and decision-making.	<b>BM413 MG408 MG409 MG410 MG412 MG413</b>	<b>MG526 MG529 BM529 BM532 BM533</b>	<b>BM634/BM635* MG618 MG628 BM632 BM633</b>
<b>C2</b>	Apply knowledge to analyse and evaluate information and data and to find solutions to business problems, using appropriate qualitative, quantitative and ICT techniques and skills	<b>MG413</b>	<b>MG529 BM529</b>	<b>BM634/BM635* MG628 BM631</b>
<b>C3</b>	Critically evaluate information, arguments and concepts within a marketing context.	<b>BM413 MG412</b>	<b>BM528 BM529</b>	<b>BM634/BM635* BM633 BM632</b>
<b>P</b>	<b>Practical Skills</b>			
<b>P1</b>	Actively engage in marketing/agency briefs and activities that encourage enterprise, innovation and entrepreneurial capability	<b>MG409</b>	<b>BM529</b>	<b>MG628</b>
<b>P1</b>	Research information about complex business situations using appropriate qualitative, quantitative and ICT techniques and skills.	<b>MG408 MG413</b>	<b>BM528 BM529</b>	<b>BM634/BM635* BM632</b>
<b>T</b>	<b>Key/Transferable Skills</b>			
<b>T1</b>	Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.)	<b>MG407 MG408 MG409 MG412 MG413</b>	<b>BM532</b>	<b>BM632</b>
<b>T2</b>	Demonstrate good communication skills, both oral and written	<b>All level 4 modules</b>	<b>All level 5 modules</b>	<b>All level 6 modules</b>
<b>T3</b>	Demonstrate problem solving and decision making skills	<b>BM413 MG408 MG409 MG412 MG413</b>	<b>BM528 BM529</b>	<b>BM634/BM635* MG628 MG618 BM633 BM632</b>
<b>T4</b>	Demonstrate ability to work both independently and as part of a team	<b>MG407 MG408 MG409 MG412 MG413</b>	<b>BM528 BM529</b>	<b>BM633</b>
<b>T5</b>	Display a range of personal and interpersonal skills, including the capacity for continuous learning, taking initiatives, performing to	<b>All level 4 modules</b>	<b>All level 5 modules</b>	<b>All level 6 modules</b>

	deadlines, communicating effectively and persuasively, skills which are necessary to enter a career in business or undertake further study			
<b>T6</b>	Solve problems by clarifying complex questions, considering alternative solutions and critically evaluating outcomes	<b>MG413</b>	<b>BM529</b>	<b>BM634/BM635*</b> <b>MG632</b> <b>BM633</b> <b>BM632</b>

**On successful completion of a Level 6 Ordinary degree,**

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a \*.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 with the exception of BM634 Dissertation and BM635 Consultancy project.

On successful completion of a **Diploma of Higher Education (DipHE)** a graduate, will be able to:

- Demonstrate knowledge and critical understanding of well-established principles of key marketing disciplines and the way in which these have developed. ,
- Demonstrate knowledge and understanding of key theories and concepts of strategic marketing and decision making, creativity and innovation within an international environment
- Evaluate the range of activities within the key business functional areas and their interrelationship and interconnectedness.
- Actively engage in business and marketing briefs and activities that encourage enterprise and entrepreneurial capability.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.
- Demonstrate good communication skills, to specialist and non-specialist audiences.
- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- Demonstrate knowledge of the main methods of enquiry in key business disciplines, and ability to evaluate critically the appropriateness of different approaches to solving problems.
- Recognise the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge
- Display empathetic and effective two-way communication skills including listening, negotiating and persuading or influencing others

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

On successful completion of a **Certificate in Higher Education (CertHE)** a graduate will be able to

- Demonstrate knowledge and understanding of the underlying concepts and principles associated with key marketing foundation disciplines, such as business environment, consumer behaviour, marketing, organisational behaviour and marketing communications.
- Evaluate the range of activities within the key business functional areas
- Evaluate the appropriateness of different approaches to problem solving and decision making.
- Actively engage in business and marketing briefs and activities that encourage enterprise and entrepreneurial capability.
- Demonstrate computer literacy (e.g. the management of databases, word processing, PowerPoint, etc.)

- Demonstrate a range of personal and interpersonal skills, including the capacity for continuous learning, self-reflection, taking initiatives, performing to deadlines, communicating effectively and persuasively, skills which are necessary for employment requiring the exercise of some personal responsibility

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

## **Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes**

### **How will students learn?**

Throughout the award, the objective is to develop the knowledge, skills and analytic ability of the students to enable them to enter successful careers in business organisations. This objective is met by a combination of lecture inputs, workshops, self-study and directed research and investigation. Students are required to work both individually and in groups. The assessment tasks include individual assignments, group work, examinations, enterprise activities and project work in a combination designed to assess and meet the stated aims and the required learning outcomes.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

At level 4, students are expected to describe, explain and review concepts theories and models; at level 5, students apply, analyse and evaluate; at level 6, independent learning is more embedded and students develop a depth of understanding via critical analysis and evaluation.

A number of careers talks will be arranged for the students to attend outside of the normal timetabled hours. These will cover a range of opportunities for both voluntary work, internships and/or full-time employment. Workshops will be organised at the beginning of each academic year in Level 5 and 6, to build on the Career Viewpoint module in Level 4. These will encourage students to confirm their exit strategy and identify what they need to do to achieve their career goals,

### **How will students be assessed?**

Formative assessment is a key feature of the programme enabling early feedback to be given on progress and to help students improve performance. Assessment at all levels is by coursework, practical tasks and examination with some modules being assessed by 100% coursework. The course is designed to give students opportunities to undertake work-based learning and enterprise activities which can form part of the learning and assessment of the programme.

Summative assessments are designed to test the achievement of the learning outcomes. Some modules include formative assessments. Whilst these do not give marks towards the final module grade, they offer students a valuable learning resource by way of feedback from the tutors, which can offer direction for improved performance on the summative assignments. This is particularly relevant at level 4, to ensure that students can make the transition from school/college to university.

A range of summative assessment methods will be employed on this course, as follows:

- **Essay/Report** will provide the opportunity for students to demonstrate in-depth understanding of a particular aspect of their learning. It will encourage them to engage in conducting a systematic literature review and provide the opportunity for them to demonstrate their capacity to critically analyse, synthesis and evaluate the principles, processes and debates inherent in the material, and to present a rational, coherent, information-based argument.

- Oral Presentations will permit students to demonstrate their knowledge through effective communication skills, and to demonstrate sensitivity to contextual and interpersonal factors
- The Dissertation/Consultancy Project represents a major piece of independent research focused on strategic business issues chosen by the student and undertaken in their final year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year.

The dissertation is a research project involving the investigation of a topic. The outcome is likely to be answers to a set of research questions. The dissertation is expected to be submitted in the form of a thesis. This thesis will demonstrate research data gathering and analysis skills as well as depth of understanding of the topic area. Formative feedback is provided by regular discussions with the dissertation supervisor and through comments received on draft chapters.

The consultancy project is based around a business problem to be solved or an opportunity to be explored. The outcome of a consultancy project is likely to be solution(s) identified and/or implemented by the student. The final outcome is submitted in the form of a consultancy report. This report will explain and justify the steps taken throughout the project and the outcomes achieved. On-going formative feedback will be provided throughout by the organisational contact/sponsor as well as by the university tutor.

## SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Marketing / BA (Hons) Marketing with Foundation Year							
Course Code		BB3MKT1 / BB3MKT4							
Mode of Study		Full time							
Credit Value		UK	360 credits		ECTS		180 credits		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ( <i>IClose / Optional</i> )	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
<b>Foundation year</b>									
FY026	Preparing for Success: Knowledge and Creativity	0	1	C	n/a		100		S1/S2
FY027	Preparing for Success: Self Development and Responsibility	0	1	C	n/a		60	40	S1/S2
FY028	Inquiry Based Learning	0	1	C	n/a		100		S1/S2
FY021	Introduction to Business Studies	0	1	C	n/a		100		S1/S2
<b>Level 4</b>									
BM461	Global Business environment	4	2	C	15		100		S1
MG408	Graduate Challenge	4	2	C	15		100		S1

MG407	Consumer Psychology	4	2	C	15		40	60	S1
MG412	Principles of Marketing	4	2	C	15		50	50	S1
MG409	Marketing Communications	4	2	C	15		100		S2
MG414	Organisational Behaviour	4	2	C	15		100		S2
MG410	Career Viewpoint	4	2	C	15		100		S2
MG413	Data Insight for Business Decisions	4	2	C	15			100	S2
<b>Level 5</b>									
BM561	Business Consulting	5	3	C	15		40	60	S1
MG529	Strategic Marketing	5	3	C	15		70	30	S1
BM533	Contemporary Business Economics	5	3	C	15		100		S1
BM564	Enterprise and Entrepreneurship	5	3	C	15		50	50	S1
BM562	Consulting in practice	5	3	C	15		100		S2
BM563	Operations and Service Management	5	3	C	15		100		S2
BM565	Digital Business and New Technologies	5	3	C	15		60	40	S2
MG526	Customer Experience	5	3	C	15		100		S2
<b>Level 6</b>									
BM631	Research Methods	6	4	C	15		100		S1
BM633	Strategic Agility	6	4	C	15		100		S1
MG628	International Marketing Management	6	4	C	15			100	S1
MG618	Consumer Brand Relationship	6	4	C	15		100		S1
BM632	Managing & Developing Innovation and Creativity	6	4	C	15			100	S2
MG630	Change Management and organisation Development	6	4	O	15		100		S2
MG632	IMC Strategy and Planning	6	4	O	15		80	20	S2
Students should choose <b>one</b> module from BM634, or BM635									
BM634	Dissertation	6	4	O	30		100		S2
BM635	Consultancy Project	6	4	O	30		100		S2

Foundation year modules only apply to the “with Foundation Year” version of this programme.

### Table 3: Breakdown of Contact Hours

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*



Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	360	840		1200
Year Two	360	840		1200
Year Three	315	990		1200
Total	1035	2565		3600

## SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website.

The calculation of this award will be as follows: Level 5 33% / Level 6 67%.

The following modules may not be compensated:

- BM634 Dissertation
- BM635 Consultancy Project

### Referral Opportunities

As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#).

### Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	Marketing	120 Credits
Diploma of Higher Education	Marketing	240 Credits
Ordinary Degree	Marketing	300 Credits

No exit award is available for students who withdraw at the end of the Foundation Year.

## SECTION E: FURTHER INFORMATION

### Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for: Business and Management (2015)
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

### Ethics

Undergraduate research activities will be subject to the relevant ethics procedures in the school, ensuring good research practice and student awareness of ethical concerns and risks.

## Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

## SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY027	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY028	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MG408	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MG407	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG412	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG407	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG409	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG414	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM461	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MG408	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MG410	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MG413	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM561	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MG529	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Module Code</b>	<b>Information Acquisition</b>	<b>Critical thinking, analysis and synthesis</b>	<b>Self-reflection</b>	<b>Communication Skills: Oral</b>	<b>Communication Skills: Written</b>	<b>Information &amp; Communications Technology (ICT)</b>	<b>Numeracy &amp; Quantitative Skills</b>	<b>Problem Solving &amp; Decision Making</b>	<b>Independent &amp; Self-managed Learning</b>	<b>Working with Others</b>
BM533	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM564	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BM562	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BM563	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BM565	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MG526	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BM635	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard: Business & Management (2015)	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk		BM461 MG409 MG412 MG414	MG529 BM563 BM565 BM533	BM633 BM632	
The interrelationships among and the integration between these areas are very important within the overall student learning experience, and should be demonstrated in the capabilities of successful graduates from all modes of delivery.		BM461 MG409 MG408 MG412	BM562 BM562 MG526 BM563	All level 6 modules	
Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment		MG408 MG412 MG414	BM561 BM563	MG628 BM632	
The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.		BM461	BM561 BM562 BM565 BM533	MG632 BM633 BM632	
Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational		MG409 MG414	MG529 BM563	MG628	

analysis and other processes of decision making within different organisations.					
Subject-specific skills					
Markets: the development, access and operation of markets for resources, goods and services.		MG412	MG529 BM563	MG628 BM632	
Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design		MG412 MG409	BM561 BM562 BM533 MG526	MG632 BM632	
Customers: management of customer expectations, relationships and development of service excellence .Consumer Insight.		MG407 MG409 MG412	MG526 MG529 BM561 BM562	MG618 MG628	
Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.		MG408	BM533	BM633	
People: leadership, management and development of people and organisations including the implications of the legal context		MG414	BM563	BM632	
Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values		MG414	MG529	MG628	
Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.		BM461	BM563	BM633	
Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.		MG413	MG532	BM632	
Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.		MG408 MG409 MG413	MG529 BM561 BM562 BM565	MG628 BM632	
Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.		MG409 MG412	MG529 BM562 BM563 BM565	BM632	
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help			MG529 BM533	BM633	

maximise achievement of strategic objectives					
Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value		MG412	BM565	BM632	
Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.		MG412	BM563	MG628	
Subject-specific skills					
People management: to include communications, team building, leadership and motivating others.		MG408 MG414	BM561 BM562	MG618	
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions		BM461 MG414	BM561 BM562 MG522	BM633	
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making		BM461 MG412 MG413	BM562 BM565 BM533	MG628 BM631 BM633 BM632	
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.		BM461 MG412	BM561 BM562	MG628 BM632	
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.		MG409	BM562 BM564	BM635 BM634 BM632	
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.		MG408 MG413	BM565 BM533	MG628 BM631	
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.		MG408 MG410	BM562	BM634 BM635 MG628	
Generic and graduate skills					
Ability to work collaboratively both internally and with external customers		MG408	BM561 BM562	BM634 BM635	

and an awareness of mutual interdependence				MG628	
Ability to work with people from a range of cultures.		MG407	MG526	MG628	
Articulating and effectively explaining information		MG408	BM561 BM562	BM634 BM635 MG628	
Building and maintaining relationships		MG414 MG408 MG410	BM561 BM562	MG618	
Communication and listening including the ability to produce clear, structured business communications in a variety of media.		All level 4 modules	All level 5 modules	All level 6 modules	
Emotional intelligence and empathy		MG408 MG410	BM562	BM634 BM635	
Conceptual and critical thinking, analysis, synthesis and evaluation		All level 4 modules	All level 5 modules	All level 6 modules	
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time		MG408 MG410	BM562		
Self reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.		MG408 MG410	BM562		

### EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
FY026	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY027	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY028	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
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