Programme Specification for Undergraduate Programme
Leading to:
BSc Business and Management (Marketing)
BSc Business and Management (Marketing) with Placement Year

Applicable for all undergraduate students **starting at FHEQ Level 4 on or after 1st September 2019**

<table>
<thead>
<tr>
<th>Version No.</th>
<th>Date</th>
<th>Notes – QA USE ONLY</th>
<th>QA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 2019</td>
<td>Programme Specification for 2019/20 created.</td>
<td>BJR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HECOS and FHEQ updated</td>
<td></td>
</tr>
</tbody>
</table>

### Undergraduate Programme

1. **Awarding institution**
   - Brunel University London

2. **Teaching institution(s)**
   - Brunel University London

3. **Home college/department/division**
   - College of Business, Arts and Social Sciences, Brunel Business School

4. **Contributing college/department/division/associated institution**
   - LBIC for Foundation Year and FHEQ Level 4 (see section 25)

5. **Programme accredited by**
   - Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route.
   - Accredited by the Chartered Institute of Marketing (CIM) for the purpose of gaining CIM qualifications through the Multi-Award Pathway (MAP).

6. **Final award(s) and FHEQ Level of Award**
   - BSc (Hons) Business and Management (Marketing) (FHEQ Level 6)
   - BSc (Hons) Business and Management (Marketing) with Placement Year (FHEQ Level 6)

7. **Programme title**
   - BSc Business and Management (Marketing)

8. **Programme type (Single honours/joint)**
   - Single Honours programme

9. **Normal length of programme (in months) for each mode of study**
   - 3 years FT; 4 years thick sandwich
   - Where students commence their programme in an Alternative Level in LBIC, the normal length stated above will vary as follows:
     - Foundation Level/Year September commencement: + 1 year
     - Foundation Level/Year January commencement: + 9 months
     - Foundation Level/Year May commencement: + 5 months
     - FHEQ Level 4 September commencement: no change
     - FHEQ Level 4 January commencement: - 3 months
     - FHEQ Level 4 May commencement: - 7 months

10. **Maximum period of registration for each mode of study**
    - Normal length of programme (as defined above in 9) + 3 years

11. **Variation(s) to September start**
    - None for Standard Levels;
    - See document "Validated Programme Element Specification for LBIC First Year University Studies in Business and Management", document "Validated Programme Element Specification for LBIC Foundation University Studies", and document "Validated Programme Element Specification for LBIC Gulf-Sponsored Generic Foundation Level/Year Studies" for Alternative Level entry points

12. **Modes of study**
    - Standard

13. **Modes of delivery**
    - Full time; Thick sandwich

14. **Intermediate awards and titles with FHEQ Level of Award**
    - Certificate of Higher Education in Business and Management (FHEQ Level 4)
#### Educational Aims of the Programme

(i) To offer students a programme of business and management studies with specialism in marketing that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
(ii) To equip graduates with the broad background and the analytical and conceptual skills, knowledge and understanding of marketing administration and management processes required by professional managers to understand and address the problems of complex, fast-changing organisations;
(iii) To help students develop transferable intellectual, vocational and interpersonal skills appropriate to careers in marketing, sales management or logistics, including self-awareness and critical, but constructive attitudes towards innovation and change;
(iv) To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop. Because the Marketing pathway requires students to focus, it facilitates the option of continued postgraduate studies for a vocational marketing qualification
(v) To help students explore and critically reflect on their development of personal and business skills during their placement (4 years thick sandwich).

#### Programme and Intermediate Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:
<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)</th>
<th>Learning Outcome</th>
<th>Associated Assessment Blocks Code(s)</th>
<th>Associated Study Blocks Code(s)</th>
<th>Associated Modular Blocks Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>K</td>
<td>The fundamentals of market economies and the forces that shape the operating environments of organisations;</td>
<td>MG1054</td>
<td>MG1016</td>
<td>MG1011</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>The theoretical and practical characteristics of organisations including their structures, cultures and major administrative processes</td>
<td>MG1051</td>
<td>MG1054</td>
<td>MG1011</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Understanding the various theories and managerial tasks and roles in the major functional areas of management</td>
<td>MG1011</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Knowledge and understanding Selected and specialist topics pertaining to business management.</td>
<td>MG1016</td>
<td>MG1051</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Basic Understanding and analyse of quantitative and qualitative data to reach appropriate, useful and convincing conclusions</td>
<td>MG1016</td>
<td>MG1600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Communicate ideas, concepts and convincing arguments in formal presentations and in written reports</td>
<td>MG1011</td>
<td>MG1054</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>Demonstrate basic IT skills for business and management applications</td>
<td>MG1011</td>
<td>MG1062</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>K</td>
<td>Applying the fundamentals of market economies and the forces that shape the operating environments of organisations;</td>
<td>MG2096</td>
<td>MG2119</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Applying the theoretical and practical characteristics of organisations including their structures, cultures and major administrative processes</td>
<td>MG2138</td>
<td>MG2603</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Applying the various theories and managerial tasks and roles in the major functional areas of management and marketing</td>
<td>MG2048</td>
<td>MG2119</td>
<td>MG2138</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>Application and analysis of selected, specialist marketing topics.</td>
<td>MG2604</td>
<td>MG2048</td>
<td>MG2119</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Intermediate analyse of quantitative and qualitative data to reach appropriate, useful and convincing conclusions</td>
<td>MG2048</td>
<td>MG2063</td>
<td>MG2119</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Demonstrate Intermediate level of critical thinking and synthesis</td>
<td>MG2048</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Critically reflect on and analyse the work placement context and the development of personal and business skills during the work</td>
<td>MG2555</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement (for students on a 4 year thick sandwich mode)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> Communicate advanced ideas, concepts and convincing arguments in formal presentations and in written reports</td>
<td>MG2048</td>
<td>MG2119</td>
<td>MG2138</td>
<td>MG2555</td>
<td>MG2554</td>
</tr>
<tr>
<td><strong>S</strong> Demonstrate Intermediate basic IT skills for business and management applications</td>
<td>MG2555</td>
<td>MG2554</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6

| **K** Evaluating market economies and the forces that shape the operating environments of organisations | MG3122 | MG3123 | MG3605 |
| **K** Evaluating the theoretical and practical characteristics of organisations including their structures, cultures and major administrative processes | MG3122 | MG3123 |
| **K** Evaluating the various theories and managerial tasks and roles in the major functional areas of management | MG3038 | MG3122 | MG3123 | MG3605 | MG3039 | MG3113 |
| **K** Analysis and evaluation of selected, specialist marketing topics. | MG3038 | MG3122 | MG3605 | MG3039 |
| **C** Advanced and complex analyse of quantitative and qualitative data to reach appropriate, useful and convincing conclusions | MG3122 | MG3123 |
| **C** Demonstrate critical thinking and synthesis | MG3123 | MG3605 |
| **S** Communicate complex ideas, concepts and convincing arguments in formal presentations and in written reports | MG3122 | MG3123 | MG3009 | MG3605 | MG3039 |
| **S** Demonstrate advanced IT skills for business and management applications | MG3123 |
| **S** Use a variety of data sources relevant to business and management activities (including library and electronic information facilities) and apply task-oriented (project management) skills to the conduct of the Final Year Project | MG3123 |

### Learning/teaching strategies and methods

To enable learning outcomes to be achieved, including formative assessments

With regards to “Knowledge and Understanding”:

The relevant QAA subject benchmark statements inform our teaching and learning strategies. We offer a structured curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills progressively from one level of study to the next, and (iii) encourages personal learning and development through managed choice, and flexibility via core modules in key areas combined with options modules at FHEQ Level 6 that allow students to personalise their studies.

Modules typically combine weekly lectures supported by a series of small group seminars, whilst some provide workshops and/or a tutorial component. Some modules make use of two hour participatory lecture sessions, in which learning is facilitated through an appropriate range and mix of learning opportunities that include lecture, group work, individual work, case study and break-out format. Large class sizes in core modules require modern, audio-visual
teaching aids and electronic delivery of teaching materials. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines.

Seminars provide small-group contact with the chance to review, discuss and debate topics. They frequently require students to make informal presentations to the peer group and the tutor, individually or as part of a team.

Visiting speakers, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Blackboard Learn will be utilised extensively to deliver materials and communicate with students, and to facilitate discussion and collaboration among students. Blackboard Learn will be the medium through which students will be kept informed of their progression; it will also be pivotal in achieving additional programme aims with respect to assessment (integrity, security, transparency, etc.) and, monitoring and review

With regards to “Cognitive (Thinking) Skills”:

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules at each Level address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

From one study level to another we expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students.

Similarly, we place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the research-oriented FHEQ Level 6 Project.

With regards to "Other Skills and Attributes (Practical/Professional/Transferable)"

Learners are assisted in managing and taking responsibility for their learning by ensuring that the support that they are given is responsive to their changing needs and abilities as they progress through their studies. Greater support is provided in the early stages of learning (at FHEQ level 4) in order to provide guidance and support that will be the foundation for less teacher-led and more student-directed learning during later stages. This early support will take the form of more small-group classroom-led work at FHEQ level 4 than at FHEQ level 6, an effective induction programme (at the beginning of the autumn semester of FHEQ level 4) and FHEQ level 4 coursework targeted specifically at helping learners to adapt to the demands of degree-level study.

At FHEQ Levels 4, 5 and 6 various modules cover inter alia methods of data collection and research relevant to business. Some work is required to be presented on disk, to ensure relevant computer literacy. Some modules at all three levels require teamwork, including group presentations, where interpersonal skills are refined.

The work placement year is a major opportunity for students to learn to work effectively as part of a team whose members may have diverse backgrounds, technical awareness and expertise, seniority and aspirations, to demonstrate and refine their IT skills and their ability to perform both routine and one-off (project) tasks and responsibilities.

The final year Project also requires a major enhancement in individuals’ task-oriented, project management skills, typically involving the collection and analysis of primary and/or secondary research via contacts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

With regards to “Knowledge and Understanding”:

Forms of assessment are geared to evaluate individual capabilities in relation to each module’s aims and content. Knowledge assessments comprise formal examinations; written coursework assignments such as individual essays, project reports and case study analyses, multiple-choice questionnaires and other tests, group reports, presentations and the final year Project.

Coursework, remains vital for students to receive feedback that helps them understand and apply concepts and theories appropriately and critically. Modules contain an examination component, unless assessment solely by coursework is justified by module aims and content. Where we suspect plagiarism, we will follow University policies strictly, using oral examinations and software search programmes to establish the provenance of doubtful work.
Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

With regards to “Cognitive (Thinking) Skills”:

From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework and examination assignments place considerable emphasis on individuals’ ability to think and reason critically, but constructively. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills.

The final year Project is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able students, the Project can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

With regards to “Other Skills and Attributes (Practical/Professional/Transferable)”: At every Level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged.

Work placement learning is assessed through a graded report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

### 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

The following table shows the FHEQ Level 5 taught programme structure for both the September and January FHEQ Level 5 commencements.

<table>
<thead>
<tr>
<th>Term</th>
<th>September FHEQ Level 5 commencement</th>
<th>January FHEQ Level 5 commencement</th>
</tr>
</thead>
</table>
| Autumn (Oct – Dec) | MG2119 Marketing Research  
MG2048 Marketing Communications  
MG2138 Marketing Channels and Logistics | MG2063 Critical Perspectives in Management  
MG2096 Consumer Behaviour  
MG2604 Digital Marketing |
| Spring (Jan – Mar) | MG2063 Critical Perspectives in Management  
MG2096 Consumer Behaviour  
MG2604 Digital Marketing | MG2063 Critical Perspectives in Management  
MG2096 Consumer Behaviour  
MG2604 Digital Marketing  
Students are taught with the Sept intake cohort. |
| Summer (Jun – Sep) | MG2119 Marketing Research  
MG2048 Marketing Communications  
MG2138 Marketing Channels and Logistics | These Modular Blocks are taught in three consecutive (not simultaneous) four week blocks (typically MG2119 weeks 36-39; MG2138 weeks 40-43; MG2048 weeks 44-47). All are coursework-only Modular Blocks. |
- **Compulsory block**: one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

- **Optional block**: one which students choose from an ‘option range’. These will be listed in the right hand column;

- **A core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB3000 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)
  Core: 1 & 4

  Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

  e.g. ABXXXX Title (XX credits)
  Core: All, Block

- **A non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

---

**Foundation Year**
The Foundation Year structure available to international students is specified in document “Validated Programme Element Specification for LBIC Foundation University Studies”. The Foundation Year structure available to Gulf-sponsored students is specified in document “Validated Programme Element Specification for LBIC Gulf-Sponsored Generic Foundation Year Studies”. These documents also specify the admission and progression requirements.

**FHEQ Level 4**

<table>
<thead>
<tr>
<th>Compulsory assessment block codes, titles and credits</th>
<th>Optional assessment block codes, titles and credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory study block codes, titles and credit volume</td>
<td>Optional Study block codes, titles and credit volume</td>
</tr>
</tbody>
</table>
## Compulsory modular block codes, titles and credits

- MG1011 Introduction to Management Enquiry
- MG1016 Managing Information with Technology
- MG1051 Organisational Behaviour and Analysis
- MG1600 Introduction to Accounting & Financial Management
- MG1054 International Business Environment
- MG1062 Principles and Practice of Marketing

## Optional modular block codes, titles and credits

All blocks are 20 credits

An alternative FHEQ Level 4 structure for international students is specified in document “Validated Programme Element Specification for LBIC First Year University Studies in Business and Management”. This document also specifies the admission and progression requirements.

### FHEQ Level 4 Progression and Award Requirements

As per Senate Regulation 2

---

## FHEQ Level 5

### Compulsory assessment block codes, titles and credits

MG2554 Pre-placement Development (only for students registered to do a placement) 5 credits

### Optional assessment block codes, titles and credits

### Compulsory study block codes, titles and credit volume

MG2554 Pre-placement Development (only for students registered to do a placement) 5 credits

### Compulsory modular block codes, titles and credits

- All blocks are 20 credits
- MG2604 Digital Marketing
- MG2048 Marketing Communications
- MG2063 Critical Perspectives in Management
- MG2096 Consumer Behaviour
- MG2119 Marketing Research
- MG2138 Marketing Channels and Logistics

### Optional modular block codes, titles and credits

### FHEQ Level 5 Progression and Award Requirements

As per Senate Regulation 2

---

## FHEQ Level 5 – Sandwich Placement

### Compulsory assessment block codes, titles and credits

### Optional assessment block codes, titles and credits
<table>
<thead>
<tr>
<th>Compulsory study block codes, titles and credit volume</th>
<th>Optional study block codes, titles and credit volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory modular block codes, titles and credits</td>
<td>Optional modular block codes, titles and credits</td>
</tr>
<tr>
<td>This block is a requirement only for ‘with Placement Year’ awards.</td>
<td></td>
</tr>
<tr>
<td>MG2555 Work Placement (120)</td>
<td></td>
</tr>
<tr>
<td>Core: Block</td>
<td></td>
</tr>
</tbody>
</table>

**FHEQ Level 5 Placement Progression and Award Requirements**

As per [Senate Regulation 2](#)

For BSc Business and Management (Marketing) With Placement Year, MG2555 will contribute 1/3 of the FHEQ Level 5 profile and 11% of the overall degree calculation.
<table>
<thead>
<tr>
<th>Level 6</th>
<th>Compulsory assessment block codes, titles and credits</th>
<th>Optional assessment block codes, titles and credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory study block codes, titles and credit volume</td>
<td>Optional study block codes, titles and credit volume</td>
</tr>
<tr>
<td></td>
<td>Compulsory modular block codes, titles and credits</td>
<td>Optional modular block codes, titles and credits</td>
</tr>
<tr>
<td>All blocks are 20 credits unless otherwise specified</td>
<td>All blocks are 20 credits</td>
<td></td>
</tr>
<tr>
<td>MG3038 International Marketing</td>
<td>40 credits from:</td>
<td></td>
</tr>
<tr>
<td>MG3122 Strategic Marketing</td>
<td>MG3009 Entrepreneurship and Small Business Ventures</td>
<td></td>
</tr>
<tr>
<td>MG3123 Issues and Controversies in Marketing Project (40 credit) Core: Block</td>
<td>MG3605 Database and Customer Relationship Marketing</td>
<td></td>
</tr>
<tr>
<td>MG3113 Business Ethics, Environmental Sustainability and Governance</td>
<td>MG3113 Business Ethics, Environmental Sustainability and Governance</td>
<td></td>
</tr>
<tr>
<td>MG3601 Brand Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level 6 Progression and Award Requirements**

As per [Senate Regulation 2](#)

For BSc Business and Management (Marketing) with Placement Year, MG2555 will contribute 11% of the overall degree weighting.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.