

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Bournemouth University Business School
<b>Final award(s), title(s) and credits</b> Bachelor of Science with Honours (BSc Hons) Marketing (360 credits; 180 ETCS credits)	
<b>Intermediate award(s), title(s) and credits</b> Certificate in Higher Education (Cert HE) Marketing (120 credits; 60 ECTS) Diploma in Higher Education (Dip HE) Marketing (240 credits; 120 ECTS)	
<b>UCAS Programme Code(s) (where applicable and if known)</b> N504	<b>HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.</b> 100075
<b>External reference points</b> The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, 2008). General Business and Management Subject Benchmark Statement (QAA, 2007)	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> Institute of Data & Marketing (IDM) The Chartered Institute of Marketing (CIM).	
<b>Places of delivery</b> Bournemouth University	
<b>Mode(s) of delivery</b> Full-time sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> 4 years full-time sandwich	
<b>Date of first intake</b> September 2020	<b>Expected start dates</b> September
<b>Maximum student numbers</b> N/A	<b>Placements</b> 30 weeks minimum
<b>Partner(s)</b> N/A	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> May 2022	
<b>Version number</b> v1.9-0922	
<b>Approval, review or modification reference numbers</b> E20181926 FM1920 07, approval 08/01/2020 previously v1.0 EC1920 26, approved 27/01/2020 FM1920 16, approved 4-11/05/2020, previously v1.2 EC2021 01, BU2020/21 01, approved 30/09/2020, previously v1.2 FM2021 05, approved 13/01/2021 and 24/03/2021, previously v1.3	

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FM2021 19, approved 05/05/2021, previously v1.4  
BUBS 2122 03, approved 17/11/2021, previously v1.5  
BUBS 2122 08 approved 15/12/2021, previously v1.6  
BUBS2122 18, approved 17/02/2022, previously v1.7  
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### PROGRAMME STRUCTURE

The BSc (Hons) Marketing has been developed according to the principles of 'deferred choice' and 'personalisation', to optimise opportunities for students to tailor their studies according to their personal preferences, academic strengths and future career aspirations. This flexibility in the programme will give students the choice to select their preferred units at level 5 and 6 allowing them to tailor their degree in accordance with their career aspirations and gain specialised/advanced knowledge in the key areas of marketing.

This cross faculty programme between BU Business School (lead faculty) and Faculty of Media and Communication is designed to fulfil students' needs and aims to develop students with the academically and professionally relevant skills and independent learning ability required for continuing personal development and ongoing learning.

The course is accredited by Institute of Data & Marketing (IDM).

The detailed programme structure along with yearly description is laid below:

Programme Award and Title: BSc (Hons) Marketing								
Year 1/Level 4								
Students are required to complete all 6 credit bearing core units listed below, which are fundamental to understanding marketing and business functions.								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Global business Environment	Core	20		50	50	40	(FoM) 1.0	100449
Developing Management Competencies	Core	20		100		30	(FoM) 1.1	100078
Principles of Marketing	Core	20		40	60	36	(FoM) 1.1	100075
Digital Essentials	Core	20		40	60	36	(FMC) 1.2	100075 100444
Integrated Marketing Communications	Core	20		50	50	36	(FMC) 1.2	100075
Consumer and Stakeholder Principles	Core	20		50	50	36	(FMC) 1.3	100075
<p><b>Progression requirements:</b> To proceed to Level 5, students must normally achieve 120 Level 4 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> <p><b>Exit qualification:</b> A Certificate in Higher Education (Cert HE) in Marketing is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4.</p>								

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<b>Year 2/Level 5</b>								
<ul style="list-style-type: none"> <li>Students are required to complete 4 core units and 2 optional units. 3 core units are offered in semester 1, whereas 1 core unit and 2 options are offered in semester 2.</li> <li>Students are required to opt for at least one unit from each faculty FoM and FMC to fulfil the overall programme objectives.</li> <li>Students have the opportunity, in Semester 2, to study abroad at an approved Partner University.</li> <li>Students will be entitled for an IDM certificate subject to opting for Digital media practice in semester 2.</li> </ul>								
Unit Name	Core/Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Research Principles and Practice	Core	20		100	0	36	(FMC) 1.2	100075
Recruiting, Selecting and Retaining Talent	Core	20		100		40	(FoM) 1.0	100085
Business Accounting	Core	20	60	40		40	(FoM) 1.1	100105
Brands & Branding	Core	20		100		36	(FMC) 1.2	100075
Globally Responsible Business Practice	Option	20		100		40	(FoM) 1.0	100078
Global Operations Management	Option	20	50	50		40	(FoM) 1.0	100093
Digital Media Practices	Option	20		100		36	(FMC) 1.2	100075
Customer Experience	Option	20		100		36	(FMC) 1.2	100075
<p><b>Progression requirements:</b> To proceed to Placement, students must normally achieve 120 Level 5 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> <p><b>Exit qualification:</b> A Diploma in Higher Education (Dip HE) in Marketing is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 5</p> <p><b>Compulsory/Optional placement year in industry/business</b></p> <ul style="list-style-type: none"> <li>Compulsory 30-week (minimum) Placement in Year 3 (Level P);</li> <li>Placement must be full-time, in a position of meaningful responsibility and formally approved by BU;</li> <li>Placement must normally comprise no more than two separate internships;</li> <li>Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.</li> </ul> <p><b>Progression requirements:</b> To proceed to Level 6, students must have met all Placement requirements, including successful completion of a Professional Development Portfolio.</p>								

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<b>Year 3/Level 6</b>								
<ul style="list-style-type: none"> <li>Students are required to complete 3 core units and 2 optional units. 2 core units are taught and the 3<sup>rd</sup> core unit is a 40-credit research Project in semester 2. 1 core unit and 2 option units are studied in Semester 1. 1 core unit and the Project are studied in Semester 2.</li> <li>Students are required to opt for at least one option unit from each faculty i-e FoM and FMC.</li> </ul>								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Live Marketing Consultancy Project	Core	20		100		39	(FOM) 1.0	100962
Developing Strategy for Global Markets	Core	20		100		40	(FOM) 1.1	100853
Dissertation	Core	40		100		16	(FMC) 1.0	100075
Financial Management	Option	20		100		39	(FOM) 1.0	100107
International Management	Option	20		50	50	40	(FOM) 1.0	100085
Fashion Business	Option	20		100		40	(FOM) 1.0	100054
Entrepreneurship and Business Venture	Option	20		100		40	(FOM) 1.0	101221
Brand Meaning	Option	20		100		40	(FMC) 1.1	100075
Relationship Marketing	Option	20		100		48	(FMC) 1.2	100075
Consumer Insights	Option	20		70	30	48	FMC (1.2)	100075
Influencer Marketing	Option	20		50	50	48	(FMC) 1.1	100075
<b>Exit qualification:</b> BSc (Hons) Marketing is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 6.								

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### AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

### AIMS OF THE PROGRAMME

The BSc (Hons) Marketing programme has been developed in accordance with the QAA Subject Benchmark Statement for Business and Management (February 2015). Marketing exists in the world of business and management and so effective Marketers need knowledge of finance, human resources, operations etc. in order to make a positive *marketing* contribution (QAA 2017).

Therefore the overall aim of the BSc (Hons) Marketing programme is to transform students into reflective and critical Marketing practitioners who are cognisant of the historical roots of the discipline and the context in which it takes place. The course also enables the students to be critical of existing marketing practices and be innovative and creative in their own practice in not only pure marketing subjects but also covering business functions.

Whilst not a purely vocational degree, students are keen to join our programmes for the knowledge and understanding that will give them a competitive edge in the graduate market, which is achieved through a carefully planned and delivered curriculum.

The current provision in the programme has been informed by a wide range of internal and external points and by the expectations and requirements of the Professional, Statutory and Regulatory Bodies including:

- BSc Marketing Alumni LinkedIn Group
- BU Centre for Excellence in Learning
- Market research
- The Association to Advance Collegiate Schools of Business (AACSB)
- Institute of Data & Marketing (IDM)
- Principles for Responsible Management Education (PRME)
- UN Sustainable Development Goals (UNSDG)
- The Frameworks for Higher Education Qualifications and UK Degree-Awarding Bodies (October 2014),
- The research, academic, and professional expertise of the programme team

Additionally, the programme aims to develop students with the academically and professionally relevant skills and independent learning ability required for continuing personal development and ongoing learning. Those students who wish to progress their higher education studies are well-equipped to successfully apply for MA courses either within Bournemouth University or elsewhere.

We prepare students for a career in broad Marketing roles (in management, advertising, marketing communications, digital marketing, or public relations) in consultancies, agencies, and the advertising or marketing departments. These are based in a range of organisations, large, small or 'virtual', profit-oriented or not-for-profit. Case study material and guest lectures also encourage students to consider 'entrepreneurship' – whether as a possible future career path or as an appropriate style of creative thinking.

From experience over many years and reflecting on our graduates, we aim to produce employable and valued graduates who are an asset for the University.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BSc (Hons) Marketing programme is aligned to the principles of BU2025, especially “inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice.” This degree evolves from the expertise built across two faculties’ i-e BU Business School and Faculty of Media and Communication and especially the research and professional practice of staff who specialise in their respective fields.

The Business and Management suite of Programmes is fully aligned with the BU 2025 Strategic Plan, BU’s Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university’s campus (A1-A3; B3; C1; C2; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1; C1; C2; D1; D2);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (C1-3; D1; D2);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A1; A2; C2; D3).

Additionally, our programmes align with other key BU priorities, as follows:

- All programmes align with BU’s *Common Academic Structure*;
- In accordance with BU’s Academic Regulations, Policies and Procedures, all our programmes have entry and exit points at the beginning and end of each Level;
- In order to allow students to better personalise their studies, the programmes are structured according to the principle of deferred choice, enabling students to tailor their studies according to their personal preferences, academic strengths and future career aspirations;
- Our assessment strategy has been fully aligned with the *6C Principles of Assessment Design Policy*, except where PSRB requirements determine otherwise;
- Our programmes align with BU’s internationalization agenda in several ways:
  - the international focus of our curricula ensures that our students understand their subject specialism in a global context;
  - they provide opportunities for students to study and/or work abroad;
- Direct entry onto Level 5 or Level 6 is permitted on the basis of Recognition of Prior Learning / Recognition.
- Programme delivery makes full use of BU’s virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;
- Learning, teaching and assessment on these programmes are informed by BU’s ‘Centre for Excellence in Learning’ (CEL), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and a multiple of other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU’s commitments to responsibility and sustainability, the Business and Management curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG).

Considering the cross faculty nature of the course, this course gets the benefit of utilising on the skills of staff from both the faculties and share the pool of resources both the faculties have to offer, such as:

- **Live Briefs for Unit Assessments:** companies have worked with staff to give students the opportunity to work on live current briefs, which allow them to explore and apply their marketing

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communications knowledge. Previous partners have included, Dorset Police, Weymouth Sea Life Centre, Barker Limited and other local and national organisations.

- **Student involvement in External Marketing Competitions:** Students have as an extra-curricular option, chosen to put themselves forward for student competitions such as The Pitch. This year a team of our BSc (Hons) Marketing students came second in this nationwide student competition. Some have been put forward through academic staff; others through the successful SUBU Marketing Society.
- **Student-led, Co-creation of research:** SURE Conference allows students to present their academic work to an external audience, as part of the BU engagement strategy with the wider community.
- **The Journal of Promotional Communications and dissertation conference:** Annually, the faculty of media and communication holds a dissertation conference where students have the opportunity to present their final research to their peers, staff, industry and academic guests, and their parents/guardians. They also have the opportunity to have their dissertation published in the department's open access *Journal of Promotional Communications*.
- **CIM Mike Warne Event:** Some of the BSc (Hons) Marketing students have been actively involved in creating, planning and executing the only external event on the CIM national calendar, based on the latest topics dominating our discipline. BSc (Hons) students have also been actively involved in the leadership role of marketing society. Past events have focused on Influencer marketing (2018), virtual reality (2017), and Sponsorship (2016), attracting guest speakers from companies such as Warner Bros, Barclays, Virgin Media and various leading communications agencies. Whereas this year the focus of the event was 'strong branding'.

### LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all BSc (Hons) Marketing units, with the exception of the Level 6 Research Dissertation, is 20 credits. The credit value of the Project is 40 credits

20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace and other forms of technology.

The number of contact hours for most taught shared FoM and bespoke units is normally equivalent to 35-40 hours, whereas the contact hours for the taught FMC shared shared units is normally equivalent to 32-36 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer. For example, the following units will typically include 25-30 hours of contact:

- Developing Management Competencies (L4)
- International Management (L6)

The Level 6 Research Dissertation is based on 16 hours of contact, primarily composed of individual supervision tutorials, Project Forums (Lectures) and virtual support, e.g. via email, Brightspace and other forms of technology.

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.



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Level 6 Research Dissertation are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Students undertake a sandwich placement for a full-time work-based learning experience typically between Levels 5 and 6.

### STAFF DELIVERING THE PROGRAMME

Considering the cross faculty nature of this degree, the students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since this degree focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

### INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

#### LEVEL 6 INTENDED PROGRAMME OUTCOMES

At level 6, students are required to select one option unit from each faculty to manage the right balance in their learning needs.

<p><b>A: Subject knowledge and understanding</b></p> <p>This programme/level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/ level 6 learning outcomes:</p>
<p><b>A1</b> organisations, the environments in which they operate and how they are managed;</p> <p><b>A2</b> business functions and processes;</p> <p><b>A3</b> the limitations of current knowledge and practices;</p> <p><b>A4</b> pervasive, contemporary and emerging issues;</p> <p><b>A5</b> tools, techniques and methods for undertaking research;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1 – A6);</li> <li>• seminars (A1 – A6);</li> <li>• directed reading (A1, A6);</li> <li>• use of the VLE (A1, A6);</li> <li>• independent research (A1-A6)</li> <li>• Collaborative learning (A1-A6)</li> </ul>
<p><b>A6</b> current wider issues that impact on the theory and practice of marketing</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (A1-A6);</li> <li>• collaborative assessment (A1-A6);</li> <li>• examinations (A1-A6);</li> <li>• digital artefacts (A1-A6);</li> <li>• presentations (A1-A6);</li> <li>• simulations / role plays (A1-A6);</li> </ul>

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	<ul style="list-style-type: none"> <li>project (A1-A6).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This programme/level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level 6 outcomes:</p>
<p><b>B1</b> critically evaluate and apply concepts, theories and models to analyse complex and dynamic situations;</p> <p><b>B2</b> collate and integrate evidence from a range of sources to support findings and generate proposed solutions and hypotheses;</p> <p><b>B3</b> analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence;</p> <p><b>B4</b> apply appropriate knowledge and skills, in familiar and unfamiliar contexts, to identify, define and resolve complex problems;</p> <p><b>B5</b> Demonstrate the ability to develop new meanings and new critiques of established models and theories.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>lectures (B1–B5);</li> <li>seminars (B1–B5);</li> <li>guided study (B1-B5);</li> <li>use of the VLE (B1-B5);</li> <li>independent study (B1-B5);</li> <li>collaborative learning (B1-B5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>essays / reports (B1-B5);</li> <li>collaborative assessment (B1-B5);</li> <li>examinations (B1-B5);</li> <li>digital artefacts (B1-B5);</li> <li>presentations (B1-B5);</li> <li>simulations / role plays (B1-B5);</li> <li>project (B1-B5).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This programme/level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level 6 learning outcomes:</p>
<p><b>C1</b> demonstrate high levels of confidence, competence and professionalism in the use of information and digital technologies, including working effectively in an online environment;</p> <p><b>C2</b> locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;</p> <p><b>C3</b> communicate professionally in a range of different contexts and scenarios, using a variety of media / channels;</p> <p><b>C4</b> prepare and present data in a range of appropriate formats.</p> <p><b>C5</b> Demonstrate critical thinking and analytical skills in a variety of professional and academic contexts</p> <p><b>C6</b> Make an effective contribution as an individual to the design, development, implementation, control and evaluation of marketing plans and strategies</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>lectures (C1-C6);</li> <li>seminars (C1-C6);</li> <li>guided study (C1-C6);</li> <li>use of the VLE (C1-C6);</li> <li>independent study (C1-C6);</li> <li>collaborative learning (C1-C6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>essays / reports (C1-C6);</li> <li>collaborative assessment (C1-C6);</li> <li>examinations (C1-C6);</li> <li>digital artefacts (C1-C6);</li> <li>presentations (C1-C6);</li> <li>simulations / role plays (C1-C6);</li> <li>project (C1-C6).</li> </ul>

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<p><b>D: Transferable skills</b></p> <p>This programme/level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level 6 learning outcomes:</p>
<p><b>D1</b> perform professionally and sensitively when working in collaboration with others;</p> <p><b>D2</b> deploy a range of high-level interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;</p> <p><b>D3</b> demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;</p> <p><b>D4</b> manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;</p> <p><b>D5</b> evidence the ability to reflect, upon self and others, in order to improve learning and performance;</p> <p><b>D6</b> demonstrate high levels of resilience, as well as the ability to manage information gaps, complexity, uncertainty and ambiguity.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1-D6);</li> <li>• seminars (D1-D6);</li> <li>• guided study (D1-D6);</li> <li>• use of the VLE (D1-D6);</li> <li>• independent study (D1-D6);</li> <li>• collaborative learning (D1-D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (D1-D6);</li> <li>• collaborative assessment (D1-D6);</li> <li>• examinations (D1-D6);</li> <li>• digital artefacts (D1-D6);</li> <li>• presentations (D1-D6);</li> <li>• simulations / role plays (D1-D6);</li> <li>• project (D1-D6)</li> </ul>

### LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

At BSc (Hons) Marketing degree, level 5 presents students with the opportunity to personalise their course by selecting their optional units considering their broader aims. Students will select at least 1 option unit from each faculty in the semester 2.

3 out of 4 core units, namely Research Principles and Practice (FMC) Recruiting, Selecting and Retaining Talent (FoM) and Business Accounting (FoM) are offered in semester 1, whereas 4<sup>th</sup> core unit is offered in semester 2. These four core units enable the students to develop the foundations of various marketing and business concepts and provide them with the critical underpinning in respect not only of the Placement, but of Level 6 and beyond.

'Recruiting, Selecting and Retaining Talent' focuses on preparing students for the world of work, and in particular application, recruitment and selection processes, from both a practical and academic perspective. Research Principles and Practice (FMC) aims to consolidate and enhance learning from level 4, where students were exposed to research in a variety of ways, by focusing directly on research principles and practice. Considering the research project unit in level 6, this unit also builds the research foundations for the students. Brands and Branding also explore the role of branding as a strategic managerial tool and its implications on businesses, consumers, and markets. Whereas business accounting aims to expand and provide students with a solid foundation in the fundamentals of financial and management accounting, together with a basic understanding of the regulatory framework. It will provide students with the knowledge and skills needed to progress to further study of financial management and live marketing consultancy unit.

At Level 5, the culture of the course and the style of working expected of students focuses on encouraging students to further enhance their self-reliance, resilience, team working skills, communication skills and professionalism.

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<p><b>A: Knowledge and understanding</b></p> <p>Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p><b>A1</b> theories, practices, tools and techniques associated with recruitment, selection and talent management;</p> <p><b>A2</b> theories, practices, tools and techniques associated with Research Principles and Practice;</p> <p><b>A3</b> theories, practices, tools and techniques associated with business accounting;</p> <p><b>A4</b> theories, practices, tools and techniques associated with brands and branding;</p> <p><b>A5</b> theories, practices, tools and techniques associated with at least one of the following subject areas: Globally Responsible Business Practice (FoM), Global Operations Management (FoM), Digital Media Practice (FMC), Customer Experience (FMC)</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1–A5);</li> <li>• seminars (A1–A5);</li> <li>• guided study (A1-A5);</li> <li>• use of the VLE (A1-A5);</li> <li>• independent study (A1-A5);</li> <li>• collaborative learning (A1-A5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (A1-A5);</li> <li>• collaborative assessment (A1-A5);</li> <li>• examinations (A1-A5);</li> <li>• digital artefacts (A1-A5);</li> <li>• presentations (A1-A5);</li> <li>• simulations / role plays (A1-A5);</li> <li>• project (A1-A5).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p><b>B1</b> analyse and evaluate core and specialised business and marketing functions and processes;</p> <p><b>B2</b> identify and apply appropriate concepts, theories and models to analyse situations;</p> <p><b>B3</b> select, prioritise, synthesise and integrate information professionally and credibly, ensuring that conclusions are supported by evidence;</p> <p><b>B4</b> deploy an array of skills to undertake business marketing research and generate credible solutions and hypotheses.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1–B4);</li> <li>• seminars (B1–B4);</li> <li>• guided study (B1-B4);</li> <li>• use of the VLE (B1-B4);</li> <li>• independent study (B1-B4);</li> <li>• collaborative learning (B1-B4).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (B1-B4);</li> <li>• collaborative assessment (B1-B4);</li> <li>• examinations (B1-B4);</li> <li>• digital artefacts (B1-B4);</li> <li>• presentations (B1-B4);</li> <li>• simulations / role plays (B1-B4).</li> </ul>

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<b>C: Practical skills</b>  Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
<b>C1</b> demonstrate increasing confidence and competence in the use of information and digital technologies;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (C1-C4);</li> <li>• seminars (C1-C4);</li> <li>• guided study (C1-C4);</li> <li>• use of the VLE (C1-C4);</li> <li>• independent study (C1-C4);</li> <li>• collaborative learning (C1-C4).</li> </ul>
<b>C2</b> locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;	
<b>C3</b> communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• essays / reports (C1-C3);</li> <li>• collaborative assessment (C1-C4);</li> <li>• examinations (C1-C3);</li> <li>• digital artefacts (C1-C4);</li> <li>• presentations (C1-C4);</li> <li>• simulations / role plays (C1-C4).</li> </ul>
<b>C4</b> develop a range of strategies for successful placement search.	
<b>D: Transferable skills</b>  Level 5 provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:
<b>D1</b> perform professionally and sensitively when working in collaboration with others;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• lectures (D1-D7);</li> <li>• seminars (D1-D7);</li> <li>• guided study (D1-D7);</li> <li>• use of the VLE (D1-D7);</li> <li>• independent study (D1-D7);</li> <li>• collaborative learning (D1-D7).</li> </ul>
<b>D2</b> deploy a range of interpersonal skills including effective listening, negotiating, conflict resolution, persuasion and presentation;	
<b>D3</b> demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none"> <li>• essays / reports (D1-D7);</li> <li>• collaborative assessment (D1-D7);</li> <li>• examinations (D1-D7);</li> <li>• digital artefacts (D1-D7);</li> <li>• presentations (D1-D7);</li> <li>• simulations / role plays (D1-D7).</li> </ul>
<b>D4</b> manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;	
<b>D5</b> evidence the ability to reflect, upon self and others, in order to improve learning and performance;	
<b>D6</b> increasingly demonstrate resilience, and the ability to manage complexity, uncertainty and ambiguity.	
<b>D7</b> Produce appropriately referenced work to a given format, brief and deadline	

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### LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

Level 4 provides a broad introduction to the core marketing and business activities and the main contexts in which they operate. All students are exposed to international perspectives of business and management, as well as the importance of integrated marketing communication and Developing Management Competencies unit. From the Induction period onwards, students are expected to increasingly take greater responsibility for their own learning and work in partnership with staff to create a culture which emphasises self-management, teamwork, mutual respect and professionalism.

<p><b>A: Knowledge and understanding</b></p> <p>Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
<p><b>A1</b> Understand and identify with bodies of knowledge relevant to marketing and global business environment.</p> <p><b>A2</b> the inter-relationships between functions, processes and the external environment;</p> <p><b>A3</b> theories, practices, tools and techniques associated with learning, developing employability skills, and personal and professional development.</p> <p><b>A4</b> Identify and develop a repertoire of examples and case studies in marketing</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (A1–A4);</li> <li>• seminars (A1–A4);</li> <li>• guided study (A1-A4);</li> <li>• use of the VLE (A1-A4);</li> <li>• independent study (A1-A4);</li> <li>• collaborative learning (A1-A4).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (A1-A4);</li> <li>• collaborative assessment (A1-A4);</li> <li>• examinations (A1-A4);</li> <li>• digital artefacts (A1-A4);</li> <li>• presentations (A1-A4);</li> <li>• simulations / role plays (A1-A4);</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p><b>B1</b> understand, analyse and evaluate core and specialised business functions and processes;</p> <p><b>B2</b> evaluate and apply fundamental concepts, theories and models to analyse situations;</p> <p><b>B3</b> effectively select, prioritise, synthesise and integrate information, ensuring that conclusions are supported by evidence;</p> <p><b>B4</b> deploy appropriate skills to undertake business research and generate proposed solutions and hypotheses</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (B1–B4);</li> <li>• seminars (B1–B4);</li> <li>• guided study (B1-B4);</li> <li>• use of the VLE (B1-B4);</li> <li>• independent study (B1-B4);</li> <li>• collaborative learning (B1-B4).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p><b>B5</b> Develop appropriate frameworks and case studies/examples for the discussion of problems and issues in marketing</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (B1-B5);</li> <li>• collaborative assessment (B1-B5);</li> <li>• examinations (B1-B5);</li> <li>• digital artefacts (B1-B5);</li> <li>• presentations (B1-B5);</li> <li>• simulations / role plays (B1-B5).</li> </ul>
<p><b>C: Practical skills</b></p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p><b>C1</b> demonstrate confidence and competence in the use of information and digital technologies;</p> <p><b>C2</b> locate, extract and interpret data from different sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;</p> <p><b>C3</b> communicate effectively in a range of different contexts and scenarios, using a variety of media / channels, and presenting data in a range of appropriate formats.</p> <p><b>C4</b> Understand the design, development, implementation, control and evaluation of marketing communications plans and strategies</p> <p><b>C5</b> Understand how marketing communications campaigns and materials are planned and evaluate them</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (C1-C5);</li> <li>• seminars (C1-C5);</li> <li>• guided study (C1-C5);</li> <li>• use of the VLE (C1-C5);</li> <li>• independent study (C1-C5);</li> <li>• collaborative learning (C1-C5).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• essays / reports (C1-C5);</li> <li>• collaborative assessment (C1-C5);</li> <li>• examinations (C1-C5);</li> <li>• digital artefacts (C1-C5);</li> <li>• presentations (C1-C5);</li> <li>• simulations / role plays (C1-C5).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level 4 learning outcomes:</p>
<p><b>D1</b> perform effectively when working in collaboration with others;</p> <p><b>D2</b> begin to develop competence and confidence in a range of interpersonal skills, including effective listening, negotiating, conflict resolution, persuasion and presentation;</p> <p><b>D3</b> demonstrate openness and sensitivity to diversity in terms of other people, cultures and practices;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• lectures (D1-D6);</li> <li>• seminars (D1-D6);</li> <li>• guided study (D1-D6);</li> <li>• use of the VLE (D1-D6);</li> <li>• independent study (D1-D6);</li> <li>• collaborative learning (D1-D6).</li> </ul>



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<p><b>D4</b> understand and increasingly manage their own motivation, tasks and behaviour in enterprising, creative, innovative and professionally appropriate ways;</p> <p><b>D5</b> evidence the ability to reflect, upon self and others, in order to improve learning and performance;</p> <p><b>D6</b> begin to demonstrate resilience, as well as the ability to manage a degree of complexity, uncertainty and ambiguity.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"><li>• essays / reports (D1-D6);</li><li>• collaborative assessment (D1-D6);</li><li>• examinations (D1-D6);</li><li>• digital artefacts (D1-D6);</li><li>• presentations (D1-D6);</li><li>• simulations / role plays (D1-D6).</li></ul>
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### ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations which can be found here:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

With the following exceptions: Applicants whose first language is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are: IELTS (academic) 6.5 (with a minimum of 6 in each of four categories) or direct equivalent.

### PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply.

### ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations:

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

### WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The BSc (Hons) Marketing degree requires that each student complete a work placement of a minimum period of 30 working weeks (excluding holidays). The work placement must take place between the second and final year of study and be in the broad area of marketing.

The supervised work placement year draws on the units studied on the first two levels of the programme. It allows the student to test their competencies and apply academic learning from Levels 4 and 5 in a professional context. It also provides an opportunity to further develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios. This exposure to the workplace may confirm the student's original career choice or allow him/her to reflect and consider alternative career paths. It provides the opportunity for the student to develop their abilities and understanding of marketing and related subjects, as well as providing a platform for successful entry into the profession following graduation. It applies and develops understanding and skills acquired in Levels 4 and 5, makes a major contribution to the understanding of the final level units, further develops dissertation research by utilising the context of the work experience as appropriate and enhances students' prospects of future employment.

The compulsory placement is integral to the course, helping students synthesise and integrate their learning. It also enhances their personal and professional effectiveness and employability traits. In preparation for the placement, specialist Placements and Careers staff are available to advise student on application procedures, interview techniques and self-presentation. The Placements team maintains contact with a large and growing network of organisations that regularly turn to the School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to start thinking about placement search from Level 4, when they are required to develop a professional CV. From the start of Level 5, they are advised on application procedures,

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interview technique, self-presentation and recruitment processes such as assessment centres. The Level 5 Assessment Board will determine students' eligibility to progress to placement. In the case of international students, progression will be subject to UK Border Agency policies.

During their placement, each student receives ongoing support from a specialist Placement Development Advisor (PDA) who will hold a review meeting with each student whilst they are on placement, including supporting them in the development of their Placement Development Log. Students also receive support via communication channels such as e-mail, telephone and the VLE.

In order to be allowed to proceed to the final year of study, students must:

- Complete a minimum of 30 weeks satisfactory work experience;
- formally approved by BU;
- Complete the placement log book satisfactorily; this may include assignments relating to the nature of their work and the organisation they are working in;
- Satisfactorily meet the performance criteria of the placement as determined by the completed assessment forms from the company, the PDA and the student.
- Comprise no more than two separate internships.

Having completed the placement the student is expected to demonstrate:

- an appreciation of organisational processes and practice, along with a critical awareness of the competencies required to manage organisational tasks;
- an awareness and ability to adapt and apply academic skills to a professional working environment, relating programme material to an organisational context;
- an ability to manage their own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- shape the nature and subject of their final-year subject specialisation;
- refine their ideas in respect of the Level 6 Project.

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### Programme Skills Matrix

Units		Programme Intended Learning Outcomes																									
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7		
L	International Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Live Marketing Consultancy Project	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
V	Financial Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Fashion Business	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L	Entrepreneurship and Business Venture	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
6	Brand Meaning	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Consumer Insights	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Relationship Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Influencer Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Developing Strategy for Global Markets	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Research Dissertation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
L	Recruiting, Selecting and Retaining Talent	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Research Principles and Practice	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
V	Business and Accounting	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Brands & Branding	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L	Digital Media Practices	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	Customer Experience	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Global Operations Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Globally Responsible Business Practice	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L	Global business Environment	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Developing Management Competencies	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
V	Principles of Marketing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
E	Digital Essentials	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L	Integrated Marketing Communications	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	Consumer and Stakeholder Principles	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

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<p><b>A – Subject Knowledge and Understanding</b>          This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <p>A1. Critically engage with bodies of knowledge relevant to marketing and appreciate the limitations of current knowledge and practices.          A2. Achieve a critical appreciation of the organisational, political, social, commercial and economic contexts of marketing, understanding the importance of pervasive, contemporary, global and emerging issues that impact on the theory and practice of marketing.          A3. Make informed judgements about the role of marketing strategies, plans and policies within organisations, demonstrating a detailed understanding of marketing practice and the characteristics of effective marketing campaigns.          A4. Demonstrate knowledge and understanding of business functions and processes.          A5. Develop approaches to implementing marketing programmes across global markets at both strategic and operational levels.          A6. current wider issues that impact on the theory and practice of marketing</p>	<p><b>C – Subject-specific/Practical Skills</b>          This programme provides opportunities for students to:</p> <p>C1. Practice marketing disciplines in a knowledgeable, skilled, critical and responsible way, making an effective contribution as an individual to the design, development, implementation, control and evaluation of marketing communication plans and strategies.          C2. Commission and conduct exploratory, conclusive and performance-monitoring research in qualitative and quantitative vein.          C3. Demonstrate confidence and competence in the use of information technologies.          C4. Use appropriate skills to communicate effectively in business situations, preparing and present business reports and produce highly competent professional writing.          C5. Work effectively in an online environment.          C6. Make an effective contribution as an individual to the design, development, implementation, control and evaluation of marketing plans and strategies</p>
<p><b>B – Intellectual Skills</b>          This programme provides opportunities for students to:</p> <p>B1. Identify and apply appropriate techniques for the comprehensive analysis, evaluation and synthesis of data for the analysis of marketing problems and issues.          B2. Develop and demonstrate intellectual skills through the ability to reflect upon experience and critically evaluate theory and practice, applying theory to practice to inform understanding.          B3. Create, evaluate and assess a range of business options and apply ideas and knowledge to a range of business situations.          B4. Manage complexity, uncertainty and ambiguity.          B5. Demonstrate the ability to develop new meanings and new critiques of established models and theories</p>	<p><b>D – Transferable Skills</b>          This programme provides opportunities for students to:</p> <p>D1. Effectively communicate marketing-based concepts, plans, proposals and issues to diverse audiences and constituencies; professionally present and rigorously defend ideas and produce accurately referenced work to a given format, brief and deadline.          D2. Work productively, responsibly and accountably in a team, able to listen, contribute and lead, demonstrating openness and sensitivity to diversity in terms of other people, cultures and business and management issues.          D3. Consider and critically evaluate their own work and that of others in a reflective manner with reference to academic and professional issues, debates and conventions.          D4. Be able to consider and apply global perspectives to their work.          D5. Apply numerical and quantitative skills to analyse, interpret and extrapolate.          D6. increasingly demonstrate resilience, and the ability to manage complexity, uncertainty and ambiguity.          D7. Produce appropriately referenced work to a given format, brief and deadline</p>

