



Course Handbook 2020-21  
BA (Hons) Business and Marketing  
Course Leader: Caroline Holliday  
Lancashire School of Business and Enterprise



Please read this Handbook in conjunction with the University's Student Handbook.

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## 1. Welcome to the course

Dear Student

Welcome to the University of Central Lancashire! More specifically, welcome to your BA (Hons) Business and Marketing Degree Course.

We hope that during your time with us here at the University of Central Lancashire you will enjoy your studies and any other activities you may pursue. We have an active Students' Union and many interesting clubs and societies which you may be interested in joining.

The first few weeks of your course will probably be quite hectic - lots of new faces, travelling to different buildings, learning new skills and subjects, etc. This Course Handbook is, therefore, designed to act as a reference guide for all the pieces of information you may need during your life here. So keep it safe!!

The course was re-validated in the spring of 2016 and further enhanced in early 2019 so it is up-to-date with current thinking and practice. It has been revised on an annual basis ever since 2012. We have revised the modules offered and the content of these. Of specific importance is the strengthening of modules for the fast evolving digital and social media. We have long-standing exemptions with the Chartered Institute of Marketing. The course will help you to develop as an individual and aid progress into your future chosen career. We are very proud of our degree programme and expect motivation and commitment from our students. For our part, we can promise you an enthusiastic teaching team and a genuine concern for each individual student. You have an Academic Advisor and the Course Team are available to offer guidance and support.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we shall be asking you to nominate representatives to serve on the Student Staff Liaison Committee (SSLC). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.

Whatever part you play in student life, we would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

Best wishes for your success.

*Caroline Holliday*

Caroline Holliday

Course Leader

## Foundation year: Introduction

The foundation entry year is designed for students who do not have the usual entry qualifications to directly join one of our main degree programmes. Foundation entry students are typically registered on a 4 or 5 year programme, linked to one of our 3 or 4 year Degree programmes in the Lancashire School of Business and Enterprise. i.e. the one in this handbook. The first year of this programme (or Year 0 as it is officially known) will prepare you to progress to a main degree programme on successful completion. Although you are registered on a particular programme, that you may have expressed an interest in upon application, you may switch to another appropriate programme during the course of your foundation year. Please speak to your academic adviser for further details.

### Aims and Learning Outcomes of the Foundation Business and Marketing Programme

#### Aims

- To provide the opportunity to students, who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes in the University.
- To provide intellectual and personal development to permit students to undertake undergraduate studies successfully.
- To provide a broadly based and academically rigorous business education, giving the necessary grounding for progression into level 1 of an undergraduate degree in the business or management fields.
- To develop the students' personal and interpersonal skills.

#### Learning Outcomes

Upon successful completion of the programme students will be able to demonstrate:

##### **A. Knowledge and Understanding**

A1. Select and collate information from a range of sources and analyse business problems.

A2. Construct and criticise proposed solutions

A3. Draw conclusions and recommend actions appropriate to the level of study A4.

Communicate knowledge and ideas effectively; orally and in writing.

##### *Teaching and Learning Methods*

A combination of lectures, to aid development of subject specific skills, seminars, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and workshops, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above will form the teaching and learning methods.

##### *Assessment methods*

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

## **B. Subject-specific skills**

- B1. Identify and describe a range of management and business problems and situations both real and simulated.
- B2. Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations
- B3. Perform effectively within a team environment including; building, developing and managing teams, planning.
- B4. Conduct research into business and management issues, from a variety of business and academic sources.

### *Teaching and Learning Methods*

A combination of lectures, to aid development of subject specific skills, seminars, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and workshops, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

### *Assessment methods*

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

## **C. Thinking Skills**

Display an ability to:-

- C1. Effectively select and process information from a range of sources;. C2. Describe and interpret theoretical, research and experiential data
- C3. Evaluate problem-solving tools and methods applied to business and management case studies.
- C4. Reflect and learn from own and others' experiences.

### *Teaching and Learning Methods*

A combination of lectures, to aid development of subject specific skills, seminars, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and workshops, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

### *Assessment methods*

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

## D. Other skills relevant to employability and personal development

To develop an ability to:-

- D1. Assess existing skills and identify needs for further development
- D2. Develop effective negotiation skills
- D3. Develop effective networking skills.
- D4. Work independently
- D5. Manage teamwork processes effectively
- D6. Develop IT skills for data management and analysis

### *Teaching and Learning Methods*

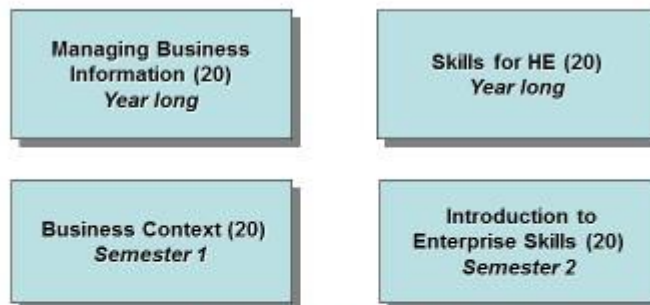
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### *Assessment methods*

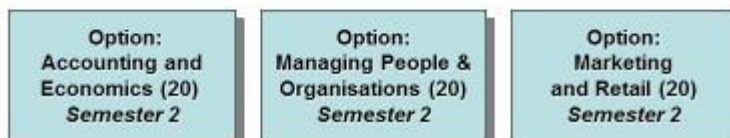
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

For students entering the programme on Year 0 the structure of the programme for that year is set out below.

## Foundation Year



## Choose 2 options



The year leader for Year 0 is Cath Toase ([CMToise1@uclan.ac.uk](mailto:CMToise1@uclan.ac.uk)) and the support tutors are Douglas Martin ([WDMMartin@uclan.ac.uk](mailto:WDMMartin@uclan.ac.uk)) and Barry Marshall-Kalina ([BGMarshall-kalina@uclan.ac.uk](mailto:BGMarshall-kalina@uclan.ac.uk)).

## 1.1 Rationale, aims and learning outcomes of the course



The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by the Business and Marketing graduate.

The intention is to create an intellectually challenging degree that will prepare for a career in the field of marketing, or for further academic study.

### 1.1.1 Links with professional bodies

The course has links with: the Chartered Institute of Marketing (CIM); the Chartered Management Institute (CMI); the Market Research Society (MRS) and the Institute of Direct and Digital Marketing (IDM).



Students are able to gain exemptions from the professional bodies' own courses and examinations and take some professional examinations whilst studying for their degree.

The strong links with the professional bodies ensure that the course is relevant to current professional practice. The Lancashire School of Business and Enterprise in association with the CIM and CMI hold a number of Key Speaker events each year and students are invited to attend these.

Students from the marketing courses represent the Lancashire School of Business and Enterprise in the annual CIM Student Competition: "The Pitch". Our students have been very successful in this over the years and have won on a number of occasions. In 2011/12 the competition widened from its northern base to becoming national. In 2013 our students won in the national finals. In 2014 out of the five teams that reached the national final, two teams were our Marketing students. Our students reached the national final in the spring of 2016. Their success recognises the practical training provided on the course and its relevance to industry, building upon the more theoretical academic base. Our students also won the IDM 2012/13 national competition against more than 100 other universities.

### 1.1.2 Employment opportunities

All students have the opportunity to complete a **work placement** in Year 3 and their award is then given as: *BA (Hons) Business and Marketing with Work Placement*.

All students are encouraged to take up smaller placement opportunities during their degree study, for instance in the vacation periods. UCLan Careers provide support with all aspects of searching for internships, placements and graduate positions. The University has links with local employers and some of these organisations offer a number of internships each year. To enhance their skills for the workplace students are encouraged to join the University mentoring scheme (M&M), where more senior students mentor their junior peers.

### 1.1.3 Study overseas

All students have the possibility to study overseas in Year 2. This is a very valuable experience. It requires good organisational skills and close consultation with the Course Leader to ensure that “equivalent” modules are selected and to ensure that additional guided study is conducted where needed to ensure that compulsory modules are covered.

All students have the opportunity to study overseas in Year 3 for the whole year and their award is then given as: *BA (Hons) Business and Marketing with International Study*.

### 1.1.4 Module progression

There are 14 modules to study and you must study 4 modules in your Year 1 and then 5 modules in year 2 and 3. **It is your responsibility to ensure that you are registered and study these.**

**Compulsory modules:** you have to do these and there are compulsory modules in each year of study.

In Year 2 and in the final year there are some modules where you must select from a limited set of modules.

**Options:** the Year 2 and final year options available are shown in **Section 2.2**. You will be expected to register to some of these. You may choose from the range of options, but only if the module is available, there are spaces on the module and you are able to personally timetable it.

Some of the Year 2 modules are a **pre-requisite** for final year modules: so it is advised that you choose Year 2 modules so that you will be allowed to study the final year modules you want to take later.

Progression from one year to the next is **dependent upon** successful completion of all the modules for that year and the passing of 4 or 5 modules in total each year.

It is **absolutely imperative** that you do register and study for 4 modules in Year 1 and then 5 modules in year 2 and 3.



### 1.1.5 Aims and learning outcomes

The aims and learning outcomes of the programme, together with the teaching and learning and assessment methods, are:

#### 1.1.5.1 Aims of the programme

- To develop an understanding of different domains of knowledge and the different perspectives in the study and practice of business and marketing, in both a domestic and international context
- To provide an in-depth and intellectually challenging study of both business and marketing, whilst encouraging independent judgement and awareness.
- To provide an awareness of the relevant environment within which both business and marketing operate and to appreciate new emerging ideas and trends affecting business in general and specifically the marketing sector.
- To enhance the learner's intellectual and transferable skills, especially those relevant to the practice of business and marketing, including analytical, critical, individual and team skills that will be of value to their future employment.
- To offer students an opportunity to undertake a placement year as an introduction to business practise by means of a practical training/development period and encourage students to integrate their academic studies with their practical experience of business (work placement students).
- To offer students an opportunity to study abroad, where they can, demonstrate initiative, independence, motivation and understanding of another culture. Depending on where they study, a working knowledge of another language (international study students).

#### 1.1.5.2 Learning outcomes, teaching, learning and assessment methods

##### A. Knowledge and understanding

###### An ability to:

- A1. Critically evaluate economic, financial, environmental, ethical, legal, political and sociological contexts of business and marketing;
- A2. Accurately apply business and marketing theories and models;
- A3. Assess business and marketing planning models and processes in national and international environments;
- A4. Critically discuss the cultural implications of the international situation from an experiential perspective (international study students);
- A5. Critically discuss the practical nature of business and marketing situations from an experiential perspective (work placement students).

###### *Teaching and learning methods*

Acquisition of core knowledge and understanding is through a variety of teaching and learning methods including lectures, seminars and workshops. Group activities are used to encourage social learning and interaction. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and live project work. Explicit use of experiential learning will help to deepen understanding and encourage reflective practice.

### *Assessment methods*

A variety of assessments are used including essays, examinations, presentations, case study analysis, business and market analysis including plans and reports. Essay-type questions and problem solving exercises are used in addition to written coursework projects, including both group and individual based assessment and presentations.

## **B Subject-specific skills**

### **An ability to:**

- B1. critically analyse and interpret both internal and external information for business and marketing and be able to use this to frame situations appropriately to develop ethical solutions to problems;
- B2 evaluate the importance of research and trend analysis relevant to both the business and marketing domain;
- B3. apply classical and contemporary business and marketing theory, models and methods in practical situations, both nationally and internationally;
- B4. communicate both business and marketing ideas in a clear and cogent manner to both internal and external audiences, including customers and other stakeholders in a range of contexts;
- B5. reflect on personal growth and academic professional development through the placement or international study period (where taken);
- B6. apply theories of both business and marketing in evaluating practice within an employer organisation (work placement students).

### *Teaching and learning methods*

For the teaching and learning of both business and marketing the practice, theories and models will be explained in lectures and practiced and applied during the seminars and workshops. Students will undertake guided self-study. Students will learn to formulate, test and appraise their ideas through both individual work and group work in both exercises and assessed work.

### *Assessment methods*

A variety of assessments are used including essays, examinations, exercises in problem solving including the use of case studies and business and market reports, presentations, dissertations and live project work.

## **C. Thinking skills**

### **An ability to:**

- C1. Select, collate, analyse, abstract essential features of complex problems and synthesise information from a range of sources, using appropriate methods and theories;
- C2. Evaluate business and marketing problems with clarity and objectivity;
- C3. Apply self-awareness and creativity in problem solving and reasoning;
- C4. Develop strategic thinking and apply this to developing practical solutions to real problems based upon the application of analysis and reflection.

### *Teaching and learning methods*

Critical perspectives and applied marketing examples will be used in lectures, supported by seminars in which students have the opportunity to apply perspectives to case material, simulations and role plays. Interactive style workshops at all levels allow the students to actively solve problems and apply principles and data to their own research projects.

### *Assessment methods*

A variety of methods are used including critical essays, examinations, presentations, short tests, case study work and projects. If chosen the dissertation provides students with a means to apply thinking skills on a more theoretical level. The work-based project and the live client marketing research project modules are tested in more practical terms in delivering to the tasks or brief set.

## **D. Other skills relevant to employability and personal development**

### **An ability to:**

- D1. Apply reflective practice for continual professional development and career progression;
- D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts;
- D3. Demonstrate numerical proficiency;
- D4. Utilise a range of communication skills for different purposes including both written and oral/visual methods, with good literacy and effective use of ICT.

### *Teaching and learning methods*

Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as role plays, presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

### *Assessment methods*

This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group based problem solving activities are assessed from both a process and output perspective. Presentations and reflective reports, in addition to marketing plans assist in the assessment of transferable skills.

## 1.2 Course Team

The BA (Hons) Business and Marketing course is located within The Lancashire School of Business and Enterprise, within the Division of Communication, Marketing and Public Relations.

Course Leader	Room	Ext.	E-Mail
Caroline Holliday	GR330	(89)4609	CAHolliday1@uclan.ac.uk

THE COURSE TEAM IS AS FOLLOWS:

<b>STAFF</b>	<b>E-MAIL</b>	<b>PHONE</b>	<b>ROOM</b>
Division of Communication, Marketing and Public Relations			
ASHFIELD Peter	<a href="mailto:PAshfield@uclan.ac.uk">PAshfield@uclan.ac.uk</a>	4667	GR326
CELIK Candan	<a href="mailto:CCelik@uclan.ac.uk">CCelik@uclan.ac.uk</a>	4742	GR323
EVANS Huw	<a href="mailto:HGEvans@uclan.ac.uk">HGEvans@uclan.ac.uk</a>	4746	GR329
HOLLIDAY Caroline	<a href="mailto:CAholliday1@uclan.ac.uk">CAholliday1@uclan.ac.uk</a>	4609	GR330
MAHMOOD, Shabaz	<a href="mailto:SMahmood25@uclan.ac.uk">SMahmood25@uclan.ac.uk</a>	4724	GR323
RODRIGUEZ Gillian	<a href="mailto:GRodriguez@uclan.ac.uk">GRodriguez@uclan.ac.uk</a>	4713	GR330
RATTOO Nadia	<a href="mailto:NRattoo@uclan.ac.uk">NRattoo@uclan.ac.uk</a>	4747	GR329
SHAW Chris	<a href="mailto:Cshaw3@uclan.ac.uk">Cshaw3@uclan.ac.uk</a>	4745	GR326
SHERRINGTON Maria	<a href="mailto:AMSherrington@uclan.ac.uk">AMSherrington@uclan.ac.uk</a>	4760	GR327
TAN Zhaotao	<a href="mailto:ATan2@uclan.ac.uk">ATan2@uclan.ac.uk</a>		GR327
Other Divisions within the Lancashire School of Business and Enterprise			
HANDLEY David	<a href="mailto:DHandley1@uclan.ac.uk">DHandley1@uclan.ac.uk</a>	4623	GR258
JACKSON Victoria	<a href="mailto:VJackson@uclan.ac.uk">VJackson@uclan.ac.uk</a>	4664	GR046
MARTIN Douglas	<a href="mailto:WDMMartin@uclan.ac.uk">WDMMartin@uclan.ac.uk</a>	4709	GR248
MECKEL Matthias	<a href="mailto:MEMeckel@uclan.ac.uk">MEMeckel@uclan.ac.uk</a>	4671	GR055
RIORDAN Joe	<a href="mailto:JRiordan@uclan.ac.uk">JRiordan@uclan.ac.uk</a>	4689	GR265
WALLBANK David	<a href="mailto:DWallbank1@uclan.ac.uk">DWallbank1@uclan.ac.uk</a>	4652	GR055
WHYMAN Phil	<a href="mailto:PBWhyman@uclan.ac.uk">PBWhyman@uclan.ac.uk</a>	4693	GR047
WORTHINGTON Claire	<a href="mailto:CHWorthington@uclan.ac.uk">CHWorthington@uclan.ac.uk</a>	4659	GR034

## 1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years as well as previous business and industry experience of individuals, whilst maintaining good links with commerce and professional bodies. A number of staff are active in research.

#### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

#### 1.5 Administration details



Campus Administrative Services provide academic administration support for students and staff and are located in the Greenbank Hub in Greenbank Building. The Hub is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### Greenbank Building

Sport and Wellbeing  
Lancashire School of  
Business and  
Enterprise

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

#### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

For general information about your course there is a noticeboard located on the third floor of Greenbank building.

In some circumstances telephone will be used. Please ensure that the University's record of your mobile phone number is up-to-date. Sometimes letter will be used, so please ensure that your address details held by the University are correct.

#### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

- Mrs Rachael Mabe, Senior Lecturer, De Montfort University
- Dr Ahmad Jamal, Senior Lecturer, Cardiff University

## 2. Structure of the course



### 2.1 Foundation year entry

The foundation entry year is designed for students who do not have the usual entry qualifications to directly join one of our main degree programmes.

Foundation entry students are typically registered on a 4 or 5 year programme, linked to one of our 3 or 4 year Degree programmes in the Lancashire School of Business and Enterprise. i.e. the one in this handbook. The first year of this programme (or Year 0 as it is officially known) will prepare you to progress to a main degree programme on successful completion.

Although you are registered on a particular programme, that you may have expressed an interest in upon application, you may switch to another appropriate programme during the course of your foundation year. Please speak to your academic adviser for further details.

Aims and Learning Outcomes of the Foundation Business and Marketing Programme are:

- To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.
- To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.
- To develop the students' personal and interpersonal skills in preparation for study at HE level.
- To develop the students' employability and business skills

#### A. Knowledge and Understanding

- A1. Select and collate information from a range of sources and analyse business problems.
- A2. Construct and criticise proposed solutions
- A3. Draw conclusions and recommend actions appropriate to the level of study
- A4. Communicate knowledge and ideas effectively; orally and in writing.

#### B. Subject-specific skills

- B1. Identify and describe a range of management and business problems and situations both real and simulated.
- B2. Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations
- B3. Perform effectively within a team environment including; building, developing and managing teams, planning.
- B4. Conduct research into business and management issues, from a variety of business and academic sources.

#### C. Thinking Skills

Display an ability to:-

- C1. Effectively select and process information from a range of sources;
- C2. Describe and interpret theoretical, research and experiential data
- C3. Evaluate problem-solving tools and methods applied to business and management case studies.
- C4. Reflect and learn from own and others' experiences.

**D. Other skills relevant to employability and personal development**

To develop an ability to:-

D1. Assess existing skills and identify needs for further development D2.

Develop effective negotiation skills

D3. Develop effective networking skills. D4.

Work independently

D5. Manage teamwork processes effectively

D6. Develop IT skills for data management and analysis

**Foundation Year**



**Choose 2 options**

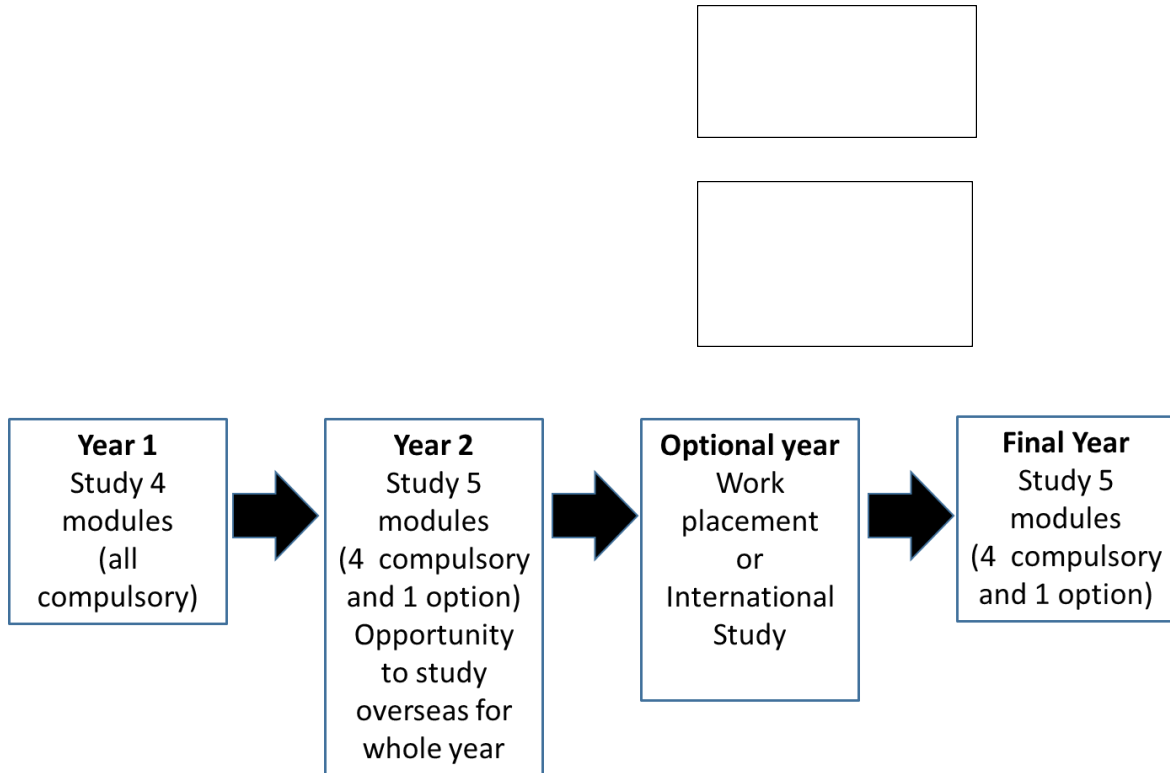


The year leader for Year 0 is Cath Toase ([CMTToase1@uclan.ac.uk](mailto:CMTToase1@uclan.ac.uk)) and the support tutors are Douglas Martin ([WDMMartin@uclan.ac.uk](mailto:WDMMartin@uclan.ac.uk)) and Barry Marshall-Kalina ([BGMarshall-kalina@uclan.ac.uk](mailto:BGMarshall-kalina@uclan.ac.uk)).

## BA (Hons) Business and Marketing

This is a full time course, although students may study part-time over a five year period if they are able to study the modules as timetabled.

Students are encouraged to take advantage of the opportunity for work placement and study internationally.





The Core and Option modules are given in the section Full information about the modules can be found as Appendix 8.2 .Optional modules may not be available every year and a student can only study these if they fit into their personal timetable.

### **Course Structure YEAR 1 Compulsory modules**

MK1551	Marketing Concepts	30	Y
HR1025	The Functions of Business	30	Y
BU1108	Business Environments	30	Y
MK1552	Project Essentials	30	Y

### **Course Structure YEAR 2 Compulsory modules**

MK2501	Marketing Management	20	Y
MK2552	Applied Marketing Research	30	Y
MK2553	The Responsible Marketer	30	Y
EC2102	The Global Environment of Business	20	Y

## Course Structure Compulsory Modules for Students on the Work

### Placement Year or the International Study Year

YEAR 3	MD3004	Work Placement (Comp)	120	Y
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YEAR 3	BC3008	International Study (Comp)	120	Y
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## Course Structure Final Year

### Work Placement & International Study

### 3 Year Course

YEAR 4	MK3501	Marketing Strategy (Comp)	20	Y
	BU3413	Business Strategy & Global Growth (Comp)	20	S2

YEAR 3	MK3501	Marketing Strategy (Comp)	20	Y
	BU3413	Business Strategy & Global Growth (Comp)	20	S2

YEAR 4	MK3552	Contemporary Research in Marketing (Comp)	30	Y
	BU3309	Business Sustainability & Ethics (Comp)	20	Y

YEAR 3	MK3552	Contemporary Research in Marketing (Comp)	30	Y
	BU3309	Business Sustainability & Ethics (Comp)	20	Y

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## 2.2 Modules available

### Option Modules

#### Year 2

HR2050	Managing Personnel and Human Resources	20	Y
MK2556	Integrated Marketing Communication	20	S1

#### Year 3

MK3552	The Agency	30	Y
MK3555	Marketing Internship	30	Y

#### Details about the modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. The list below provides a description of the aims associated with the various modules on the course.

MK1551 Marketing Concepts	This module introduces students to the fundamental concepts and principles associated with marketing. The module provides a broad foundation to prepare students for the study of specialist modules at level 5 dealing with topics such as marketing management, buyer behaviour and integrated marketing communications. The module explores marketing from both a traditional and digital perspective, introducing students to software and media relevant to the current market- place.
HR1025 The Functions of Business	The module will introduce students to the roles and responsibilities of key organisational functions. Drawing upon a range of material from a single case study organisation it will build students understanding of how the functions interrelate and work together.
BU1108 Business Environments	The module aims to develop a critical understanding of the complexity of the external environment in which organisations operate. This is achieved through the introduction of the core political, legal, economic, socio-cultural and technological environments of business, and their interrelationships.
MK1552 Project Essentials	The module aims to equip students with the capability to understand and deal with typical projects faced by marketers. This module aims to build an understanding of task planning as a process and of techniques for problem solving and improvements within the context of marketing and digital marketing.

EC2102 Global Environment of Business	The module aims to develop students' understanding of the global environment of business. It will include an examination of the pricing policies and investment decisions of firms operating in the world's economy. Different market entry strategies for MNEs operating in a world of trade blocs is explored.
MK2501 Marketing Management	This module examines the development of marketing as a contemporary management discipline. It is concerned with marketing management decision making and control and is designed to provide the knowledge base for the transition to the more strategically demanding Level 6. The module endeavours to provide a challenging and supporting learning environment for students by developing key skills and subject knowledge appropriate to this vocational discipline. The module aims to show integration with communications functions but not to provide specialisation in this aspect of the mix.
MK2552 Applied Marketing Research	This module introduces key concepts and methods in marketing research and the analysis of marketing problems. The aim of MK2552 is to equip students with an appreciation of the role of marketing research in the business environment. The module covers both qualitative and quantitative research methods and their application in marketing research, which provides a foundation to understand markets and consumers. Module assessments are based on developing a research proposal, planning and conducting a marketing research project for a live research brief..
MK2553 The Responsible Marketer	This module examines corporate social responsibility (CSR) in the context of marketing. It also explores the principles and practice of social marketing. The module aims to develop students' understanding that organisations carry responsibility for how their marketing activities impact society. Further, the module is concerned with the role social marketing plays in, for instance, encouraging attitudinal and behavioural change. It aims to encourage students to reflect on the importance for marketers to develop both the empathy and skills required of the successful, responsible marketer..
MK2556 Integrated Marketing Communication	This module offers students an introduction to and an opportunity to develop their understanding of the theory and practice of Integrated Marketing Communication (IMC). It provides students with the opportunity to apply theory and management principles within the communications context. It includes consideration of aspects of IMCs in both the public and private sectors and includes advertising, public relations, direct marketing etc. in the profit and not for profit sectors. Digital developments are also integrated into all aspects of this module.
HR2050 Managing Personnel and Human Resources	The module will cover a range of theoretical and practical issues relating to the management of people at work. The module will include the origins of human resource management and the key theories associated with HRM. It will also introduce to the students to strategic HRM. The module will explore the roles and responsibilities of those

	involved in HRM, both including the role of line managers and HR professionals and practitioners. The module will critically examine key workplace activities and practices including recruitment and selection, talent management, performance and reward, managing diversity, learning and development and employee voice.
BC3000 Work Placement	<ul style="list-style-type: none"> <li>• To provide the student with an opportunity to consolidate, apply and develop knowledge and skills developed during the first two years of the course; these skills will be general skills such as communication, team working and problem solving, and occupationally specific skills relevant to the particular placement.</li> <li>• To help the student to have an awareness of the relationships between theory and practice in business and management, and thus form a foundation and perspective from which to gain maximum benefit from Year 4 of the course.</li> <li>• To enable the student to apply techniques of reflective learning to the work experience, in order to develop knowledge and skills appropriate to business and the working environment.</li> <li>• To give the student experience of employment, and exposure to the diversity of experience of a work environment, with its rich mix of social and cultural implications, together with its associated disciplines, responsibilities and ethics.</li> <li>• To enhance students' knowledge of the wide range of career paths open to them, and facilitate better career choice and decision implementation.</li> <li>• To provide a formal platform for Personal Development Planning (PDP) and Continuing Professional Development (CPD).</li> </ul>
BC3008 International Study	To offer students an opportunity to study abroad, demonstrate initiative, independence, motivation and depending on where they study, a working knowledge of another language.
MK3552 Contemporary Research in Marketing	Selecting either an academic dissertation or a client project, students will engage with marketing literature relating to a topic of their interest and develop some original and creative investigation resulting in a completed piece of academic research.
MK3555 Marketing Internship	<ul style="list-style-type: none"> <li>• This module provides students with a structured paid Internship or Marketing workplace experience of 120 hours or more with additional learning and reflection, which is fully integrated into their programme of study. The student will carry out core marketing functions with an internal or external organisation. The module encourages students to critically reflect on marketing practice and to develop their understanding of new channels of communication.</li> </ul>
MK3501 Marketing Strategy	This module aims to enhance learners understanding of the strategic implications for marketing management in both domestic and global contexts. It also encourages learners to consider marketing as a strategic function across a variety of sectors.
BU3413 Business Strategy	This module seeks to provide students with a background in business analysis, strategic decision making and strategy development. The focus is on the development of strategy and strategic concerns given that strategy is inextricably linked to the nature, structure, and success

	of business. This module will evaluate practically the different, and sometimes conflicting, perspectives, concepts and models within this field. A large component of this module involves students learning and applying various models, frameworks and concepts to organisational case studies in attempts to analyse the company's strategic choices and actions.
	•
MK3554 The Agency	This module aims to provide you with an opportunity to apply your skills, knowledge and understanding of digital and non-digital marketing within a real-life media agency environment. There is an applied focus using live marketing projects. You will be assessed on your ability to apply what you have learned throughout the degree programme within a live agency environment.
BU3309 Business Ethics and Sustainability	<p>To enhance student awareness and understanding of the key contemporary issues facing Business, Organisations, Industries and Society across the range of disciplines and in the external environment, and to continue development of the student's ability to appraise critically recent, new and future issues. The module will also focus on Business or Corporate Ethics and how organisations apply these principals to both their economic and non-economic behaviours.</p> <p>To enable students to have an up-to-date knowledge of the major developments, threats and key ideas across the range of Business activities.</p> <p>To develop skills to enhance employability through reflection and to consider and recognise business opportunities.</p>
	•

### 2.3 Course requirements



There are a number of compulsory modules on the course and these must be taken in order to be able to gain the final award. All Year 1 modules are compulsory and there are modules in the second and final years which are compulsory.

All students are registered for the Award of a **Bachelor Honours Degree BA (Hons) Business and Marketing**. This requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6

The Programme Examination Board has the right, at its discretion, to offer an individual student an

**Exit Award** for partial completion, in line with the University regulations.

**Bachelor Degree BA Business and Marketing** or **Bachelor Degree BA Business and Marketing**: This requires 320 credits including a minimum of 180 at Level 5 or above with a minimum of 60 at Level 6. If this is with the work placement route it requires successful completion of MD3004 which has a notional credit rating of 120 credits. International study route requires successful completion of BC3008, which has a notional credit rating of 120 credits.

**Diploma in Higher Education**: This requires 240 credits including a minimum of 100 at Level 5 or above.

**Certificate in Higher Education**. This requires 120 credits at Level 4 or above.

## 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## 2.5 Study Time

### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

### 2.5.2 Expected hours of study

A standard module of 20 credits equals 200 notional learning hours. The study of 6 modules in an academic year amounts to 1,200 hours per year. Contact hours per week are typically 12-15 hours, with the expectation that the student completes around 25 hours of self-study per week.

Contact hours in year 1 are usually for each module a 1-hour lecture and a 1-hour seminar/workshop or a 2-hour workshop. With 4 modules this provides 12 contact hours per week.

In year 2 and the final year of study modules may follow a similar pattern, with some variation for year-long modules. Some modules are semester-long and typically have a 1-hour lecture and a 2-hour seminar/workshop.

The timetable for the course is set in years 1 as all modules are compulsory. In years 2 and 3 there are more choices available and so the timetable will vary for each individual student.

The work placement year is 48 weeks in duration and the international study year is around 36 weeks.

### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made via email to [greenbankhubattendan@uclan.ac.uk](mailto:greenbankhubattendan@uclan.ac.uk) using the official absence notification form available for download from the Blackboard space for your course.

International students have responsibilities under the Visas and Immigration (UKVI) Points Based



System (PBS) and MUST attend their course of study regularly; under PBS, UCLan is obliged to tell UKVI if a student withdraws from a course, defers or suspends their studies, or if they fail to attend the course regularly.

Students can check their attendance record through myUCLan.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

Students are supported by the Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work. It is expected that students will enhance their cognition of their subjects over the duration of the course and both acquire and enhance their skills.

Acquisition of core **knowledge and understanding** is through a variety of teaching and learning methods including lectures, seminars and workshops. Group activities are used to encourage social learning and interaction. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and live project work. Explicit use of experiential learning will help to deepen understanding and encourage reflective practice.

For the teaching and learning of **subject specific material**, theories and models will be explained in lectures and practised and applied during seminars and workshops. Students will undertake guided self-study. Students will learn to formulate, test and appraise their ideas through both individual work and group work in both exercises and assessed work.

For **thinking skills** the use of critical perspectives and applied marketing examples will be used in lectures, supported by seminars in which students have the opportunity to apply perspectives to case material, simulations and role plays. Interactive workshops at all levels allow the students to actively solve problems and apply principles and data to their own research projects

#### 3.2 Study skills

Students will learn **study skills** from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as role plays, presentations, the dissertation and projects, together with the encouragement for self-analysis and evaluation, will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible, will be offered leadership, teamwork and outdoor experiences.

The development of study skills will be supported by the weekly progress tutorials. Additionally, WISER provides individually targeted support to students:  
<http://www.uclan.ac.uk/students/study/wiser/index.php>

Study Skills - 'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

International students may seek additional support from Lisa Winder, International Student Support Tutor:

Lisa Winder	GR123	(89)5040	lwinder@uclan.ac.uk	
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### 3.3 Learning resources

#### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your ‘Subject Guide’ can be found in the [Library Resources](#)
- Your ‘My Library’ tab in the [Student Portal](#)
- [Library search](#)

Extensive [resources](#) are available to support your studies provided by LIS – Library and IT Staff. Please do take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Further information can be found within the Student Handbook.

#### 3.3.1 Electronic Resources

LIS provide access to an extensive range of electronic resources – e-journals and databases, e-books, images and texts. By selecting ‘Marketing and Retail’ from ‘Library Resources for your Subject including Specialist Equipment & Facilities’ from the Student Portal, you will be able to access an overview of resources relevant for Business and Marketing, complete with links. For each of the module that you study, there will be a Blackboard space available containing material such as lecture slides, seminar activities and assignment briefs. Further information can be found within the Student Handbook.

### 3.4 Personal development planning

Personal development planning (PDP) is integrated into modules throughout the programme. Students who undertake the placement year complete a placement module whilst on placement. All students complete a dissertation or live project module in their final year as part of their PDP. Individual module assignments invite students to reflect upon their skills development.

### 3.5 Preparing for your career



The aspect of employability is an integral part of the course and integrated into modules throughout the course.

The course has the support of Careers, the UCLan career and employability unit. Representatives from Careers will come into classes, but please do visit Careers in order to take advantage of the support available. [Careers](#) offers a range of support, including:

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

There is a drop in service available for CV checks and initial careers information. The Careers team is located in Foster Building (near the main entrance). Some of their careers and employability resources are also available via the Student Portal.

#### **4. Student Support**

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Students are directly supported by the Course Leader/Academic Advisor. The Course Leader/Academic Advisor is available to give guidance or advice about the academic part of the course and will be able to refer a student to the Senior Tutor for counselling for more personal matters.

[The 'i'](#) is a central Student Information Centre on the ground floor of the Library. The 'i' provides information on a wide range of topics including council tax exemption certificates, confirmation of study letters, printing and printer Credit, UCLan Cards, the 'i' shop and so on.

##### **4.1 Academic Advisors**



The Course Leader also functions as Academic Advisor. The Academic Advisor is the first point of contact for any academic matters associated with the course. Such matters can be raised at the weekly progress tutorials or individually during the Academic Advisor's weekly academic advice hours.

##### **4.2 Students with disabilities**

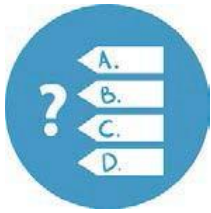
If a student has a disability that may affect their studies, they are advised to contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk). The University will make reasonable adjustments to accommodate the student's needs and to provide appropriate support for successful completion of the course. Where necessary, evidence will be asked for to help identify appropriate adjustments.

##### **4.3 Students' Union**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>

## 5. Assessment

### 5.1 Assessment Strategy



Please note that all modules will be assessed. Students are expected to attempt all required assessments for each module for which they are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow them to defer their assessment.

Assessment is an important part of your development as a student, both to test understanding and knowledge and as an ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve, is very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. The level of difficulty increases each year. Most modules are assessed purely by course work, but some modules have time-constrained assessments within the semester or at the end of a semester/year.

Assessment arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk).

### 5.2 Notification of assignments arrangements

Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission. The respective module leaders will do so through the module information packs (MIPs) and assessment briefs. Students are advised to take note of any special or separate communication from individual module leaders as announcements by for instance email or in lectures. Assessments will always be notified in writing. Short in-class tests may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day, e.g. by 23.59pm.

### 5.3 Referencing

Students are expected to use the Harvard referencing system. The Guide to Harvard referencing is available on Blackboard.

### 5.4 Confidential material

Students do not generally have to use confidential material, but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality, e.g. when conducting research with respondents.

### 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full

definitions. The University uses an online Assessment Tool called Turnitin. A pseudo- Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## 7. Student Feedback



Students can play an important part in the process of improving the quality of their course through the feedback that they give. In addition to the on-going discussion with the Course Team throughout the year, there are a range of mechanisms for feedback about experiences of teaching and learning.

The Students Union can support students in voicing their opinion, provide on-going advice and support, and encourage students' involvement in all feedback opportunities. They will be encouraging students to complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and the University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through Course Representatives, surveys and any other appropriate means.

A Course Representative is a student who represents their fellow students' views and opinions to the Course Team, School, University and Students' Union. Course Representatives work proactively and diplomatically to improve the academic and non-academic experiences of students. The role of a course representative is beneficial to both students on the course and the University. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the Course Team, primarily at the Student Staff Liaison Committee Meetings. Course Representatives will be elected every year in September. For more information about the role of a Course Representative visit the [Students' Union](#) website or by email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each School. They communicate and engage with students in their School to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost Course Representatives where needed. For information on who the School President is for the Lancashire School of Business and Enterprise or general information about the role visit the [Students' Union](#) website or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage

with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to the Course Team about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## 8. Appendices

### 8.1 Programme Specifications

#### UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. Sources of information on the programme can be found in Section 17

<b>1. Awarding Institution /Body</b>	<b>University of Central Lancashire</b>
<b>2. Teaching Institution and Location of Delivery</b>	<b>University of Central Lancashire – Preston Campus</b>
<b>3. University School</b>	<b>Lancashire School of Business and Enterprise</b>
<b>4. External Accreditation</b>	<b>Chartered Institute of Marketing (Certificate Level)</b>
<b>5. Title of Final Award</b>	<b>BA (Hons) Business and Marketing</b>
<b>6. Modes of Attendance offered</b>	<b>3 year full-time and 4 years full time with either Work Placement or International Study</b>
<b>7. UCAS Code</b>	<b>NN15</b>
<b>8. Relevant Subject Benchmarking Group(s)</b>	<b>Business and Management</b>
<b>9. Other external influences</b>	<b>Chartered Institute of Marketing Institute of Direct and Digital Marketing</b>
<b>10. Date of production/revision of this form</b>	<b>March 2016 Revised May 2017, December 2017, April 2019, December 2019</b>



## **11. Aims of the Programme**

- To develop an understanding of different domains of knowledge and the different perspectives in the study and practice of business and marketing, in both a domestic and international context
- To provide an in-depth and intellectually challenging study of both business and marketing, whilst encouraging independent judgement and awareness.
- To provide an awareness of the relevant environment within which both business and marketing operate and to appreciate new emerging ideas and trends affecting business in general and specifically the marketing sector.
- To enhance the learner's intellectual and transferable skills, especially those relevant to the practice of business and marketing, including analytical, critical, individual and team skills, that will be of value to their future employment.
- To offer students an opportunity to undertake a placement year as an introduction to business practise by means of a practical training/development period and encourage students to integrate their academic studies with their practical experience of business (work placement students).
- To offer students an opportunity to study abroad, where they can, demonstrate initiative, independence, motivation and understanding of another culture. Depending on where they study, a working knowledge of another language (international study students).

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

An ability to:

- A1. Critically evaluate economic, financial, environmental, ethical, legal, political and sociological contexts of business and marketing
- A2. Accurately apply business and marketing theories and models;
- A3. Assess business and marketing planning models and processes in national and international environments;
- A4. Critically discuss the cultural implications of the international situation from an experiential perspective (international study students);
- A5. Critically discuss the practical nature of business and marketing situations from an experiential perspective (work placement students).

### **Teaching and Learning Methods**

Acquisition of core knowledge and understanding is through a variety of teaching and learning methods including lectures, seminars and workshops. Group activities are used to encourage social learning and interaction. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and live project work. Explicit use of experiential learning will help to deepen understanding and encourage reflective practice.

### **Assessment methods**

A variety of assessments are used including essays, examinations, presentations, case study analysis, business and market analysis including plans and reports. Essay-type questions and problem solving exercises are used in addition to written coursework projects, including both group and individual based assessment and presentations.

<b>B. Subject-specific skills</b>
An ability to:  B1. critically analyse and interpret both internal and external information for business and marketing and be able to use this to frame situations appropriately to develop ethical solutions to problems; B2. evaluate the importance of research and trend analysis relevant to both the business and marketing domain; B3. apply classical and contemporary business and marketing theory, models and methods in practical situations, both nationally and internationally; B4. communicate both business and marketing ideas in a clear and cogent manner to both internal and external audiences, including customers and other stakeholders in a range of contexts; B5. reflect on personal growth and academic professional development through the placement or international study period (where taken); B6. apply theories of both business and marketing in evaluating practice within an employer organisation (work placement students).
<b>Teaching and Learning Methods</b>
For the teaching and learning of both business and marketing the practice, theories and models will be explained in lectures. and practiced and applied during the seminars and workshops. Students will undertake guided self-study. Students will learn to formulate, test and appraise their ideas through both individual work and group work in both exercises and assessed work.
<b>Assessment methods</b>
A variety of assessments are used including essays, examinations, exercises in problem solving including the use of case studies and business and market reports, presentations, dissertations and live project work.
<b>C. Thinking Skills</b>
An ability to:  C1. select, collate, analyse, abstract essential features of complex problems and synthesise information from a range of sources, using appropriate methods and theories; C2. Evaluate business and marketing problems with clarity and objectivity; C3. Apply self-awareness and creativity in problem solving and reasoning; C4. develop strategic thinking and apply this to developing practical solutions to real problems based upon the application of analysis and reflection.
<b>Teaching and Learning Methods</b>
Critical perspectives and applied marketing examples will be used in lectures, supported by seminars in which students have the opportunity to apply perspectives to case material, simulations and role plays. Interactive style workshops at all levels allow the students to actively solve problems and apply principles and data to their own research projects.
<b>Assessment methods</b>
A variety of methods are used including critical essays, examinations, presentations, short tests, case study work and projects. If chosen the dissertation provides students with a means to apply thinking skills on a more theoretical level. The work-based project and the live client marketing research project modules are tested in more practical terms in delivering to the tasks or brief set.
<b>D. Other skills relevant to employability and personal development</b>
An ability to:  D1. Apply reflective practice for continual professional development and career progression; D2. work effectively to complete tasks as an individual or in groups within structured and unstructured contexts; D3. demonstrate numerical proficiency; D4. utilise a range of communication skills for different purposes including both written and oral/visual methods, with good literacy and effective use of ICT.

**Teaching and Learning Methods**

Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as role plays, presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

**Assessment methods**

This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group based problem solving activities are assessed from both a process and output perspective. Presentations and reflective reports, in addition to marketing plans assist in the assessment of transferable skills.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6	MD3004	Work Placement	120 Notional credits	<p><b>BA (Hons) Business and Marketing</b> Requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6</p> <p>Work placement route requires successful completion of MD3004 which has a notional credit rating of 120 credits.</p> <p>International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits</p>
	BC3008	International Study	120 Notional credits	
Compulsory Modules	MK3501	Marketing Strategy	20	<p><b>BA Business and Marketing</b> Requires 320 credits including a minimum of 180 at Level 5 or above with a minimum of 60 at Level 6</p> <p>Work placement route requires successful completion of MD3004 which has a notional credit rating of 120 credits.</p> <p>International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits</p>
	BU3413	Business Strategy & Global Growth	20	
	BU3309	Business Ethics and Sustainability	20	
	MK3552	Contemporary Research in Marketing	30	
Students must choose 1 of the following options	MK3555	Marketing Internship	30	International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits
	MK3554	The Agency	30	
Level 5 Compulsory Modules	EC2102	The Global Environment of Business	20	<p><b>Diploma in Higher Education in Business and Marketing</b></p> <p>Requires 240 credits including a minimum of 100 at Level 5 or above.</p>
	MK2501	Marketing Management	20	
	MK2552	Applied Marketing Research	30	
	MK2553	The Responsible Marketer	30	
Students must choose 1 of the following options	MK2556	Integrated Marketing Communications	20	
	HR2050	Managing Personnel and Human Resources	20	
Level 4 Compulsory Modules	MK1551	Marketing Concepts	30	<b>Certificate in Higher Education</b>
	MK1552	Project Essentials	30	

	HR1025	The Functions of Business	30	Requires 120 credits at Level 4 or above
	BU1108	Business Environments	30	

### 15. Personal Development Planning

Personal Development Planning (PDP) exists on each level of the programme and allows the student to reflect upon his/her skills base and plan for future personal development is developed, practised, monitored and assessed. This module will draw together all elements of PDP in addition to calling upon student experiences within the workplace and other extra-curricular scenarios. There will be a strong focus on developing the individual employability, entrepreneurship and lifelong learning skills of the student.

PDP will be introduced in induction week of year 1 and will continue in discussion with lecturers and peers on the programme. These discussions will focus on learning taking place through activities outside of the University, through feedback on assessed work, group work, and any part-time or other work experience. These discussions will lead to students being able to identify and articulate skills for their own development and particularly for matching themselves to aspired careers

The PDP is particularly enhanced throughout the placement year (where taken). Students draw learning from year 1 and 2 to inform their development within an organisation. During year 3 PDP is designed to allow students to access more clearly and reflect upon the values of forms of experiential learning.

The international study route where there is an opportunity to study abroad in Year 2 or in Year 3 provides an opportunity for students to develop skills in setting up and managing the experience, enabling them to develop the following: initiative, motivation, working independently and working in another culture, possibly with a different language.

The work placement route where there is an opportunity to gain experience in an organisation provides an opportunity for students to develop skills in setting up and managing the experience, enabling them to develop the following: initiative, motivation, working independently.

**16. Admissions criteria**\*Correct as at date of approval. For latest information, please consult the University's website  
(including agreed tariffs for entry with advanced standing)

- BTEC Extended Diploma: Distinction, Merit, Merit
- BTEC Diploma: Distinction\*Distinction\*
- Pass Access To HE with 30 Level 3 Credits at Distinction
- International Baccalaureate: 28P
- IELTS: 6.0 with no subscore lower than 5.5
- GCSE: Maths and English grade C or equivalent

Other acceptable qualifications include:

- Scottish Certificate of Education Higher Grade
- Irish Leaving Certificate Higher Grade
- International Baccalaureate
- BTEC National Certificate/Diploma

- Kite marked Access Course

Course Admissions Points: Normally 260-300

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies. If applicants have not studied recently they may need to undertake an Access programme first.

Direct entry to Year 3 is available for holders of the Chartered Institute of Marketing Professional Diploma

#### **17. Key sources of information about the programme**

- Course Leader: Peter Ashfield, GR324, [PAshfield@uclan.ac.uk](mailto:PAshfield@uclan.ac.uk)
- Prospectus [http://www.uclan.ac.uk/courses/ba\\_hons\\_business\\_and\\_marketing.php](http://www.uclan.ac.uk/courses/ba_hons_business_and_marketing.php)
- Prospectus Hard Copy: Contact University Admissions Department [admissions@uclan.ac.uk](mailto:admissions@uclan.ac.uk)
- University Admissions Department: email [admissions@uclan.ac.uk](mailto:admissions@uclan.ac.uk)
- Advise about applications [http://www.uclan.ac.uk/study\\_here/how\\_to\\_apply/index.php](http://www.uclan.ac.uk/study_here/how_to_apply/index.php)
- Open Days and Campus Tours [http://www.uclan.ac.uk/open\\_days/index.php/index.htm](http://www.uclan.ac.uk/open_days/index.php/index.htm)
- Information about The Lancashire School of Business and Enterprise:  
<http://www.uclan.ac.uk/faculties/business-law-applied-social-studies.php>
- Information about the UCLan <http://www.uclan.ac.uk>
- Information about the City of Preston <http://www.uclan.ac.uk/guide2/preston/index.htm>
- Information about Student Life at UCLan <http://www.uclansu.co.uk/>

## 18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C) or Option (O)	Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development								
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	MD3004	Work Placement (for work placement students)	Comp	√	√	√		√	√	√	√		√	√	√		√	√	√	√	√	√	√
	BC3008	International Study (for international study students)	Comp				√			√					√				√	√		√	
	BU3413	Business Strategy & Global Growth	Comp	√		√					√	√			√	√		√		√	√	√	√
	MK3552	Contemporary Research in Marketing	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	MK3501	Marketing Strategy	Comp	√	√	√			√	√	√				√		√	√		√		√	
	MK3555	Marketing Internship	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	MK3554	The Agency	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	BU3309	Business Ethics and Sustainability	Comp	√	√				√	√			√			√	√	√	√	√	√	√	√

Level	Module Code	Module Title	Core (C) or Option (O)	Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development							
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 5	MK2553	The Responsible Marketer	Comp	√	√		√		√	√	√	√			√	√	√		√	√	√	√
	EC2102	Global Environment of Business	Comp	√					√		√				√	√		√		√		√
	MK2501	Marketing Management	Comp	√	√				√	√	√				√		√	√		√		√
	MK2556	Integrated Marketing Communications	O	√	√				√	√	√				√	√	√	√		√		√
	HR2050	Managing Personnel and Human Resources	O	√	√				√		√				√	√	√	√	√	√		√
	MK2552	Applied Marketing Research	Comp	√	√				√	√	√				√		√	√		√		√

LEVEL 4	MK1551	Marketing Concepts	Comp	√					√	√					√		√		√	√	√	
	MK1552	Project Essentials	Comp	√					√	√					√		√		√	√	√	
	HR1025	The Functions of Business	Comp	√					√	√					√		√		√	√	√	
	BU1108	Business Environments	Comp	√					√	√					√		√		√	√	√	

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

### **Learning outcomes for the award of: Certificate in Higher Education**

#### **(Level 4)**

A1. Critically evaluate economic, financial, environmental, ethical, legal, political and sociological contexts of business and marketing

B1. critically analyse and interpret both internal and external information for business and marketing and be able to use this to frame situations appropriately to develop ethical solutions to problems;

B2 evaluate the importance of research and trend analysis relevant to both the business and marketing domain;

C1. select, collate, analyse, abstract essential features of complex problems and synthesise information from a range of sources, using appropriate methods and theories;

C3. Apply self-awareness and creativity in problem solving and reasoning;

C4. develop strategic thinking and apply this to developing practical solutions to real problems based upon the application of analysis and reflection.

D2. work effectively to complete tasks as an individual or in groups within structured and unstructured contexts;

D3. demonstrate numerical proficiency;

D4. utilise a range of communication skills for different purposes including both written and oral/visual methods, with good literacy and effective use of ICT.

### **Learning outcomes for the award of: Diploma in Higher Education, Business and Marketing (Level 5)**

A1. Critically evaluate economic, financial, environmental, ethical, legal, political and sociological contexts of business and marketing

A2. Accurately apply business and marketing theories and models;

B1. critically analyse and interpret both internal and external information for business and marketing and be able to use this to frame situations appropriately to develop ethical solutions to problems;

B2 evaluate the importance of research and trend analysis relevant to both the business and marketing domain;

B3. apply classical and contemporary business and marketing theory, models and methods in practical situations, both nationally and internationally;

B4. communicate both business and marketing ideas in a clear and cogent manner to both internal and external audiences, including customers and other stakeholders in a range of contexts;

C1. select, collate, analyse, abstract essential features of complex problems and synthesise information from a range of sources, using appropriate methods and theories;

C2. Evaluate business and marketing problems with clarity and objectivity;

C3. Apply self-awareness and creativity in problem solving and reasoning; C4. develop strategic thinking and apply this to developing practical solutions to real problems based upon the application of analysis and reflection.

D1. demonstrate an understanding of the importance of reflective practice for continual professional development and career progression;

D2. work effectively to complete tasks as an individual or in groups within structured and unstructured contexts;

D3. demonstrate numerical proficiency;

D4. utilise a range of communication skills for different purposes including both written and oral/visual methods, with good literacy and effective use of ICT.

### **Learning outcomes for the award of: BA Business and Marketing**

#### **(Level 6)**

A1. Critically evaluate economic, financial, environmental, ethical, legal, political and sociological contexts of business and marketing

A2. Accurately apply business and marketing theories and models;



- A3. Assess business and marketing planning models and processes in national and international environments;
- A4. Explain the cultural implications of the international situation from an experiential perspective (international study students);
- A5. Explain the practical nature of business and marketing situations from an experiential perspective (work placement students).
- B1. critically analyse and interpret both internal and external information for business and marketing and be able to use this to frame situations appropriately to develop ethical solutions to problems;
- B2 evaluate the importance of research and trend analysis relevant to both the business and marketing domain;
- B3. apply classical and contemporary business and marketing theory, models and methods in practical situations, both nationally and internationally;
- B4. communicate both business and marketing ideas in a clear and cogent manner to both internal and external audiences, including customers and other stakeholders in a range of contexts;
- B5. reflect on personal growth and academic professional development through the placement or international study period (where taken);
- B6. apply theories of both business and marketing in evaluating practice within an employer organisation (work placement students).
- C1. select, collate, analyse, abstract essential features of complex problems and synthesise information from a range of sources, using appropriate methods and theories;
- C2. Evaluate business and marketing problems with clarity and objectivity;
- C3. Apply self-awareness and creativity in problem solving and reasoning;
- C4. develop strategic thinking and apply this to developing practical solutions to real problems based upon the application of analysis and reflection.
- D1. demonstrate an understanding of the importance of reflective practice for continual professional development and career progression;
- D2. work effectively to complete tasks as an individual or in groups within structured and unstructured contexts;
- D3. demonstrate numerical proficiency;
- D4. utilise a range of communication skills for different purposes including both written and oral/visual methods, with good literacy and effective use of ICT.