



Course Specification
Part B: Course Design

Full-time BA (Hons) Business and Marketing

Course code FBLU097

Faculty of Business and Law

School of Marketing and Management

Business and Management Cluster

From Academic Year: 2023/24

Part B: Course Design

BA (Hons) Business and Marketing

1. Rationale for Course Design

1.1 Overview

BA (Hons) Business and Marketing delivers teaching and learning which is active, applied, social and inclusive in approach. Modules are global in nature and make use of case studies that broaden students' understanding of both theory and practice. The activities students engage in promote a sense of belonging to BA (Hons) Business and Marketing and the Collaborative Online International Learning projects will help students engage with fellow students from Coventry University partners from around the world.

BA (Hons) Business and Marketing has been designed to ensure a seamless transition into HE as possible. Level four provides students with an immersive introduction to the business and management common first year, exposing them to the fundamental aspects of the discipline. Taking such an inclusive approach means that, at the end of level four, students will have the opportunity to reflect on and review their progress on their chosen course. Students can switch course should they wish, choosing from a list of alternative courses, they will be able to move into level five confident in their abilities to succeed.

Students on BA (Hons) Business and Marketing will have immediate access, to a team of academic and pastoral support experts who will guide them through their Coventry University journey. Our commitment to providing a tailored and individualised learning journey for all students regardless of their background or experience aims to ensure that all students fulfil their potential.

Fulfilling your potential is not just about getting great results, it is also important that all students think carefully about where they want to go and what they want to do after they graduate. We encourage students to do this throughout their three years of study, by offering a range of guest lectures from industry experts and alumni, teaching in our immersive authentic learning environments and always applying theory to practice. Our Talent Team are also on hand to encourage students to explore their career aspirations. They offer virtual and in-person specialist advice and guidance on preparing for internships and placements and how to best approach graduate placement scheme applications in both national and international contexts.

Being a Coventry University graduate means that students will enter the world of work prepared, not only with the knowledge, skills and behaviours to make you competitive but also with a set of graduate attributes designed to impress employers. All of our courses, and our approach to student experience, are designed to nurture an international mindset, an ability to think critically and an appreciation of the importance of how strong communication skills are fundamental to good leadership.

Students on BA (Hons) Business and Marketing will receive between 15-to-18 contact hours at Level Four, 12-to-15 at Level Five and 9-12 at Level Six with a maximum of a third of these hours being online. In addition, a BA (Hons) Business and Marketing course hour will be timetabled weekly. Normally, weekly learning in a 20-credit module will consist of two – 1 hour long interactive lectures weekly, delivered synchronously online or on campus, followed by a range of active learning sessions such as seminars and workshops, typically being two-hours long. The assessment strategy is designed to be efficient and manageable and consists of authentic assessments, very similar to those tasks students will have to complete in their future careers.

BA (Hons) Business and Marketing is distinct from other courses in the Faculty of Business and Law in that it focuses on business and marketing theory and practice across global multi-national organisations, national public and private sectors, SMEs, non-profit, NGOs and charities. The course aims to explore and apply contemporary concepts,

innovations and ideas in both business and marketing as sources of competitor advantage. In particular, the course will examine the nature and value of business and consumer relationships. Students will be supported to gain the confidence and business and marketing acumen necessary to develop and manage effective businesses and marketing functions.

1.2 Industry and Employability

BA (Hons) Business and Marketing has been designed to ensure students develop industry relevant skills and knowledge. During the design phase input was sought from a range of marketing industry stakeholders. For example, the School Advisory Group is one channel through which industry professionals were involved in the development of the course. The School Advisory Group is made up of a range of industry professionals, from SME owners to managers within large organisations, as well as alumni. Their insight was used to inform course content and design. Additionally, industry bodies have been consulted during the course development/design process, for example the Chartered Institute of Marketing (CIM). The course learning outcomes have been developed to ensure that on completion of the course students are prepared for a range of potential careers in marketing or more general business/management roles. For example, course learning outcome 6 explicitly relates to the 'continual development of relevant transferable skills. The course is also mapped against the university's graduate attributes framework (see sections 3.3 and 6 for further detail).

1.3 Principles for Responsible Management Education (PRME)

The design of BA (Hons) Business and Marketing also reflects the Business School's commitment, as a prime signatory, to the six Principles for Responsible Management Education (PRME) <http://www.unprme.org/>. PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development. Additionally, students will learn about the United Nations Sustainable Development goals, a blueprint to achieve a better and more sustainable future for all. This insight will equip students with a wider perspective on sustainability and the challenges facing humanity at a global level.

The School of Marketing and Management combines marketing, sports and events management and human resource management. As a school we develop curricula to underpin our aim of developing leaders committed to sustainability. We offer opportunities for all our students to engage in community- based activities

During each academic year we have a Guest Lecture Week, and a School Conference. Both provide a platform for practitioner and alumni speakers to raise awareness about the industry focus around sustainability to which students will be contributing on graduation. In addition, we have modules focused on ethical behavior and CSR exposing students to the latest thinking and enabling theory into practice via practical assessment.

The course embeds aspects of sustainability related marketing within the curriculum, as well as the Principles for Responsible Management Education (PRME). This is achieved through the use of sustainability case studies. For example, the use of the Centre for Business in Society case study library, which ensures that contemporary issues around sustainability and ethics are embedded into the teaching and learning within the course. There is also the option for students to study Sustainability Marketing as a level 6 option, this will provide an in-depth critical analysis of the role of marketing within wider sustainability issues. At level 5 students will study Integrated Marketing Communications where they will learn about the role of ethical communication approaches and the potentially negative impacts marketing communications can have.

2 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional, Statutory or Regulatory Body (PSRB) requirements

2.1 Higher Education Qualifications

The learning outcomes for the course are informed by the national qualifications' framework.

Course learning outcome 1 'Appraise the latest developments in management theory and practice in the context of marketing at a local, national and global level' aligns with the level 4 FHEQ descriptor as it allows for the development of knowledge and underlying concepts.

Course learning outcome 2 'Apply creative and entrepreneurial approaches in providing solutions to marketing issues and problems' aligns with the level 5 FHEQ descriptor as it allows for the ability to apply underlying concepts and principles.

Course learning outcome 3 'Appraise the development of marketing theory, principles and practice, in order to justify decisions and apply across different contexts' aligns with the level 5 FHEQ descriptor as it enables students to develop knowledge and critical understanding of well-established principles.

Course learning outcome 4 'Evaluate, recommend and communicate ethical and responsible solutions to marketing problems that respects and engages local, national and global stakeholders' aligns with the level 5 FHEQ descriptor as it enables students to develop arguments and analysis in a variety of forms.

Course learning outcome 5 'Critically analyse, evaluate and interpret data to justify and effectively communicate marketing decisions to a range of audiences' aligns with the level 6 FHEQ descriptor as it enables students to critically evaluate arguments, assumptions, abstract concepts and data.

Course learning outcome 6 'Recognise, demonstrate and continually develop relevant transferable skills, such as communication, cultural awareness, teamworking, problem solving and creativity relevant to business and marketing' aligns with the level 6 FHEQ descriptor as it enables students to develop the learning ability needed to undertake appropriate further training.

Course learning outcome 7 'Critically evaluate a range of organisational functions and appraise relationship management concepts with internal and external stakeholders across local, national and global organisations' aligns with the level 6 FHEQ descriptor as it enables students to critically evaluate arguments, assumptions, abstract concepts and data.

Course learning outcome 8 'Review, synthesise and apply business and marketing concepts and techniques in order to achieve marketing and business objectives, contributing to the achievement of sustained competitive advantage in organisations' aligns with the level 6 FHEQ descriptor as it enables students to devise and sustain arguments, and/or solve problems using techniques an, some of which are at the forefront of the discipline.

2.2 Subject Benchmark

The BA (Hons) Business and Marketing course is designed in accordance with the Quality Assurance Agency for Higher Education (QAA) Bachelor's Degree Subject Benchmark Statement for Business and Management (2019).

QAA (2019) Subject Benchmark Statement: Business and Management [online] available from: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5

Students on BA (Hons) Business and Marketing are encouraged to explore a range of solutions to business problems through the use of real-world assessments. Graduate attributes, embedded through the programme ensure students on BA (Hons) Business and Marketing graduate with the portfolio of skills to support their career.

2.3 Professional, Statutory or Regulatory Body (PSRB)

The BA (Hons) Business and Marketing program has been informed by the Chartered Institute of Marketing's Professional Marketing Competencies; Core, Technical and Behaviours (<https://www.cim.co.uk/membership/professional-marketing-competencies/>). Within this framework the core capabilities are insights, customer focus and strategy. These has been addressed through the inclusion of modules such as Marketing Insight, Consumer Behaviour and Corporate Marketing Strategy. The Technical elements of the CIM Professional Marketing Competencies include elements such as integrated marketing communications and monitoring and digital integration. The course has integrated these elements by including the module – Integrated Marketing Communication. Digital Integration is covered through the inclusion of Marketing, Digital and Social Media at level 4. Behaviours within the CIM Professional Marketing Competencies include; innovative, commercially aware and responsible. These behaviours have been integrated into the course. For example, innovation is covered within the Value Through Innovation module. Commercial awareness is developed within Business-to-Business Marketing as students have to complete an individual role play. Responsible is covered within the level 6 Sustainable Marketing module.

2.4 Other External Bodies/Industry Panels

As stated in section 1.2 input from a range of marketing industry stakeholders has informed the design of the BA (Hons) Business and Marketing course. For example, the School Advisory Group is one channel through which industry professionals were involved in the development of the course. The School Advisory Group is made up of a range of industry professionals, from SME owners to managers within large organisations, as well as alumni. Their insights were used to underpin course content and design. Additionally, The CIM have been involved in the design of the BA (Hons) Business and Marketing course both from the perspective of sharing insight about the knowledge and skills which today's marketers require to fulfil their potential but also to ensure that the new course design meets their requirements to gain reaccreditation.

3 Teaching & Learning and Assessment Strategies

Students on BA (Hons) Business and Marketing will experience teaching, learning and assessment that are active, applied, social and inclusive. They will be co-creators of their experiences through engagement with the curriculum as partners in the academic community. The following two sections set out the strategies for BA (Hons) Business and Marketing relating to teaching and learning followed by assessment.

3.1 Teaching and Learning

Students will benefit from teaching and other activities that are inclusive and develop a sense of belonging to the Coventry University community. Students will engage in activities that promote belonging within the Faculty of Business and Law, the School of Marketing and Management as well as their course. Inclusive teaching for BA (Hons) Business and Marketing means not just making all the teaching and learning resources available for students on Aula but other aspects of our approach, the following section will detail how this is achieved through the BA (Hons) Business and Marketing course.

The BA (Hons) Business and Marketing course is part of a cluster of Business and Management courses which share a common 1st year to enable students to gain a broad understanding of business and management concepts and practices before continuing their chosen specialism. Therefore, level 4 aligns with all the course learning outcomes. In particular, level 4 enables students to work towards course learning outcome 1 which is concerned with the latest developments in management theory and practice in the context of marketing. At level 5 students start to specialise in marketing through studying 3 core suite modules (Integrated Marketing Communications, Consumer Behaviour and Marketing Insight) and 2 course bespoke modules (Business-to-Business Marketing and Value Through Innovation), as well as a Faculty Shared module (Designing a Research Proposal). At level 6, students further specialise in marketing and study 2 course bespoke modules (Corporate Marketing Strategy and Corporate Identity, Communication and Reputation), have the option to choose 2 out of 6 marketing options (PR and Event Marketing, Big Data, Sustainable Marketing, Global Marketing and Social Media and Influencer Marketing, Strategic International HRM) and a Faculty Shared Module (Project).

In addition to the structure of the course, the approach to teaching and learning further helps students to achieve the course learning outcomes and ensure student success and progression. Students will benefit from teaching and other activities that are inclusive and which develop a sense of belonging in the Coventry University community and more specifically within the Faculty of Business and Law, the School of Marketing and Management and within their course. Moreover, inclusive teaching for the BA (Hons) Business and Marketing course means not only making all the teaching and learning resources available for students on Aula but other aspects of our approach. Face to face teaching provides the main platform for student learning and a wide range of experiential methods are used to engage students and create an authentic learning environment including the use role play, live case studies, the use of real-world data, simulations, mock Vivas, visits to organisations and marketing pitches. Students will also participate in Collaborative Online International Learning (COIL) projects which involve interacting with other students from international partner institutions to bring different cultural perspectives into the application of marketing concepts and a global dimension to the studies for continuous personal development. For example, students can opt to take the X-Culture project in Corporate Marketing Strategy. The School of Marketing and Management's Practitioner Insight Conference, Student Conference and guest lectures within modules are also a key part of the teaching and learning strategy. This is because student feedback shows listening to industry guest speakers and alumni not only enables students to develop their marketing knowledge, but it also helps them to keep up to date with the application of marketing in practice. Students also find industry guest speakers and alumni inspiring and engaging and they help to maximise the potential of students by raising their aspirations and learning marketing speak which improves their future employability.

Teaching for some modules on the BA (Hons) Business and Marketing course takes place in the innovative DigiComm Lab which enhances the student experience through use of an authentic space which mirrors that of a marketing agency. In the DigiComm Lab staff and students can use hardware/software, to work collaboratively with each other to create and share marketing ideas. Both staff and student feedback about the DigiComm lab is extremely positive. For example, teaching and learning in the DigiComm Lab supports students in achieving course learning outcome 2, which is concerned with students applying creative and entrepreneurial approaches to provide solutions to marketing issues and problems. It also helps students to address course learning outcome 6 since this entails students demonstrating and continually developing relevant transferable skills, such as communication, teamworking, problem solving and creativity relevant to advertising and digital marketing. Face to face teaching is also supplemented by virtual and online support (via the use of learning technologies). For example, interactive lectures are recorded as all students find them valuable revision tools, but also because recorded lectures suit the needs of auditory learners, students with dyslexia and international students, and so help to improve attainment and progression in these groups.

Personalised learning and support are also provided to students, for example, Progress Coaches provide personalised teaching and learning to students to address specific needs and to improve student performance. Additionally, students have access to services provided within the university such as English Language Diagnostics, facilitate students understanding their needs and enabling them to choose the appropriate level of English Language module. At level 6 students are also able to personalise their learning through developing their project. Students are able to select a particular research or organizational problem and develop their own study to investigate.

Finally, the design and delivery of the BA (Hons) Business and Marketing course is informed by the University's Education Strategy, and, as noted in section 1.3, the six principles of PRME. It has also been inspired by research conducted by staff within the School of Marketing and Management and the Centre for Business in Society (CBiS) research centre of Coventry University, as well as the CIM. Student feedback – as mentioned above but also from staff and student committees and MEQ's - has also informed the design of the BA (Hons) Business and Marketing course, as has industry feedback, including from the School Business Advisory Group.

Intercultural and International Engagement

Teaching and learning activities on the BA (Hons) Business and Marketing are global in nature and make use of the diverse student body input to bring knowledge to life from different perspectives. The curriculum draws on a broad range of literature and ideas to ensure theories and examples reflect the global environment in which BA (Hons) Business and Marketing operates. Additionally, the use of global case studies in teaching and as part of assessment helps students to contextualise their learning in different environments.

Derived from the diversity of the student body and teaching team, the international focus of the course is closely aligned to the global vision of Coventry University's 2030 Corporate Strategy. To provide students with a wide range of opportunities to prepare for international careers, and enhance their intercultural competence as a responsible global citizen, we will effect an expanded understanding of global issues through:

- The adoption of internationally focused teaching materials and case studies.
- Embedding of COIL (Collaborative Online International Learning) projects into the curriculum to offer students the opportunity to work in global virtual teams. For example, the level 6 module Corporate Marketing strategy provides students with the option to participate in the X-Culture project. A global business competition where students work as part of diverse global teams to solve business problems.
- Optional international field trips at all three-year levels to deliver educational, business and inter-cultural experiences.
- Optional work/study year abroad options.
- The promotion of student engagement in global activities (such as Virtual World Tour, World Languages and the Global Leaders Programme, as well as language and internationally-oriented modules and partner institutes' summer/winter schools).

Student well-being, throughout their studies, is a key aspect that the course team considers in their teaching and learning approaches. The course assessment strategy has been designed to avoid the overassessment of students and the bunching of assessments. This is key to ensuring student wellbeing and reducing stress and overall achieving successful continuation and completion.

3.2 Assessment

Assessment methods and criteria are aligned to learning outcomes and teaching activities through constructive alignment. Module descriptors define the assessment methods, outcomes and activities which are further enhanced and then outlined in the Module Guides, for each module, to support students' understanding of the linkages.

Assessments are a central part of the students' learning journey and BA (Hons) Business and Marketing has a balance of assessment types that both test students understanding of essential concepts and their ability to apply that knowledge. Assessments, where practicable, are designed to offer an authentic experience for the students, allowing them to demonstrate skills and attributes expected of graduates in business and marketing. For example, at level 5 in Business-to-Business Marketing students will complete a role play activity as part of their assessment, reflecting an authentic business and marketing situation, enabling students to develop skills relevant to their future careers. Within their final year students have a chance to demonstrate a more holistic grasp of their discipline through an extended module that utilises skills and knowledge from their course in a project or dissertation.

Assessments have been designed to build on learning from one level to the next, developing students' assessment literacy and testing their abilities in line with the outcomes required from the Framework for Higher Education Qualifications. Assessments are designed to encourage academic integrity minimising opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism, and contract cheating. A case in point is that the level 6 PR and Event Marketing module assessment entails students undertaking a Viva and the level 5 Consumer Behaviour module requires students to carry out Subjective Personal Introspection (SPI) on their own buyer behaviour and identify implications for marketing strategies, plans and activity.

Assessments have been designed so that they are reliable, consistent, fair and valid. All summative assessments have an individual assignment brief which clearly outlines the expectations of the assessment to the students. This includes:

- the purpose of the assessment in relation to the module Learning Outcomes
- the assessment category
- the requirements of each assessment task
- the timescale for the assessment
- the standards expected through a rubric setting out the assessment criteria or, for quantitative assessments a Marking Scheme
- the tutor and support dates/hours available during the assessment period

Additional information relating to avoiding academic misconduct, marking timelines, release of marks and extensions/deferrals are included in the assignment briefs. All assessments, before being given to students, are internally moderated and where required are reviewed by the External Examiner.

Assessment design is approached holistically, ensuring that students experience a variety of assessments, but also that there are opportunities for feedforward to be used to develop assessment literacy. For example, part of the module assessment for the level 5 Integrated Marketing Communications module requires students to complete a literature review and this enables them to receive feedback and apply that feedback when they complete the literature review part of the level 6 Project module. Any changes to module assessments are made by the Course Director to ensure that they are in line with the overall holistic course assessment strategy. Assessments are designed to ensure they are achievable and do not disadvantage students across all modes of delivery including face-to-face, online and blended. Assessments align with the course learning outcomes and the Graduates Attributes underpinning the course and are mapped in Section 5.

A variety of assessments are used to allow students with different strengths to demonstrate their ability. Assessments are designed to be inclusive and equitable giving every student an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. For example, the level 5 Integrated Marketing Communications assessment includes an individual artefact where students create a video plus two materials of their choice. This means that while students must create a video, they can choose which other two materials they create not only according to those which best address the assessment brief and module learning outcomes but also those which lend themselves best to their learning and communication style. Additionally, many modules have different types of assessments, which are different types, for example, in the case of the Global Marketing module, students complete a mid-semester international marketing analysis poster presentation and an end of semester individual piece of written coursework where students will do an international marketing plan and recommendations accounting for

cultural differences. Assessment types are defined by their category (below) and the assessment strategy on BA (Hons) Business and Marketing uses a variety of assessment types to promote inclusivity and equity for students.

- Written coursework is part of the assessment strategy for modules including the level 5 Marketing Insight and Integrated Marketing Communications (IMC) and at level 6, Corporate Marketing Strategy.
- Live client projects and simulations are part of the assessment strategy for modules such as the level 6 Customer Experience and PR and Event Marketing modules
- Artefacts are part of the assessment strategy for modules including the level 5 Integrated Marketing Communication Module and level 4 Marketing, Digital and Social Media.
- Time Constrained Assessments are also part of the assessment strategy, for example the level 4 module Data Analytics for Decision Making and level 6 Sustainable marketing.
- A Portfolio is used on the level 4 Entrepreneurial Thinking module.
- A Viva is used on the level 6 PR and Event Management module
- A composite assessment is part of the assessment strategy for the level 4 Marketing, Digital and Social Media module

The course utilises digital assessment opportunities to enhance the students' learning experience and where possible to create authentic assessments. For example, on the Entrepreneurial Ideation module students must create a digital story board as part of the assessment.

Students will take a number of core assessment to test their basic knowledge and/or skills as a pre-cursor to more applied assessments, where students can demonstrate a deeper understanding and apply their knowledge to the subject area. For example, at level 4 on the Marketing, Digital and Social Media module students must complete a mid-semester multiple choice test, while at the end of the semester they will complete a composite assignment.

The assessment loading for students is designed to be efficient and manageable. There is a maximum of two summative assessment points per module and if there are two then one is scheduled mid-semester. There are a maximum of three summative assessments scheduled at the end of each semester spread across teaching weeks 11, 12 and 13. Students will have one summative assessment from their modules, per week, in this period and there is always at least one submission in teaching week 13. Students are supported and prepared for an assessment through regular formative assessments which are embedded in modules as part of the learning process. Students get early formative, developmental feedback on both content and mode of assessment in all modules. Formative feedback will be delivered through a range of innovative methods such as presentations and peer feedback. This on-going, dialogic feedback, including the development of students' assessment literacy ensures students know how they are progressing on the course and areas that they need to develop. Feedback, both formative and summative, is purposeful and supports the learning process and feedforward on student work is regarded as a key part of a student's learning development. To enhance feedback/feedforward criteria and rubrics are designed for each assessment to provide the basis for students to actively engage with their feedback/feedforward throughout their studies. Across the BA (Hons) Business and Marketing course feedback is provided widely through a range of different learning environments including interactive lectures, seminars and through Aula.

Marking and moderation of completed assessments complies with university turnaround times of a maximum of three weeks at levels 4 and 5 and two weeks at level 6 to ensure feedback/feedforward can be used to help in subsequent assessments.

All assessments are designed to help students achieve the course learning outcomes and well as the defined module level outcomes. All assessments are mapped to demonstrate achievement of the course learning outcomes in Section 5 of this document.

The Course Director oversees the development of a semester-based assessment which outlines when students will be taking assessments ensuring that assessments are not bunched for students both during the module and in the assessment period at the end of the semester. The assessment schedule is made available to students prior to the start of a semester and any exceptional changes to the course assessment schedule, once issued to students, must be agreed by the Associate Head of School Quality Assurance and Accreditation.

3.3 Graduate Attributes

Coventry's Graduate Attributes are those skills, attributes and characteristics which will inform successful transition into, and lifelong engagement with a student's chosen career. The attributes are informed by the University Group Strategy

2030 values and define a Coventry graduate as: Communicate Effectively, Act with Integrity, Adapt Approach, Think Creatively, Get Things Done.

The attributes form a framework (Graduate Attributes Framework – GAF) which addresses multiple purposes. In the first case, the GAF enables students to identify the attributes they have developed during their programme of study. The GAF provides potential employers with a clear understanding of what to expect from a Coventry graduate.

The GAF informs curriculum design and assessment strategy at each stage of a programme of study. In practice, the five attributes are embedded in all courses and each level, informing teaching and learning, and evidenced within the assessment strategy. Students may also develop attributes through engagement with extra-curricular activities.

Tables in Sections Five and Six illustrate the contextualised mapping of all Graduate Attributes within this course including where and how they will be assessed.

4 Student Experience and Support

The Faculty of Business and Law is committed to education which creates better futures for a diverse range of students from within the United Kingdom and across the world. We are proud of our mission of widening access while endeavouring to provide an excellent educational experience which leads to successful outcomes and creates a range of graduate opportunities. We do so across a wide spectrum of educational levels from foundation years through undergraduate, graduate and doctoral programmes. The faculty supports the teaching and learning principles of active, applied, social and inclusive learning and embedding Coventry University's Graduate Attributes.

The student support mechanisms are consistent with the University policies on Equality and Diversity. Student support mechanisms are detailed in the University Code of Practice on the Personal Support of Students. In addition, students studying for this degree will be supported through the following.

4.1 Course induction

A six-week induction to the course will be provided, and support in terms of teaching and learning, and particularly academic writing, good practice of academic conduct, will continue throughout the programme. The induction will include vital information about the course administration and management, course ethos, learning styles, how to use the VLE and the Library facilities, reflective learning, assignment preparation and socialisation to encourage cohesion and a positive student experience within the cohort. All the induction sessions will be recorded and rolled out to the later enrollers to ensure all the students have equal opportunity to access the induction information.

Outduction will be focused on final year students. Support from the Talent Team will be provided to ensure students develop their employability skills before entering the workplace. There is also the SMM Student conference which runs at the end of semester 2 and brings together employability talks, as well as future academic study options at the university, such as postgraduate degree options.

4.2 Course specific physical resources

One of the key innovative features of the BA (Hons) Business and Marketing course is the use of the DigiComm Lab, which supports the development of students' digital fluency skills in industry standard software, such as Adobe Slate, Adobe Voice and Adobe Comp. This is an interactive and engaging learning environment, where students not only apply the academic theories, but also gain the knowledge of using industry software. Students in FBL also have access to a range of bespoke, innovative authentic learning spaces, including the Business Simulation Suite.

4.3 Faculty and University wide student support

We pride ourselves on having dedicated academic staff allocated to support all our students' academic and social needs with the aim of increasing the student's overall performance. In FBL students will be allocated a student success coach and will also have access to a wide range of progress coaches available for both online and on-campus support sessions.

The Course Team will schedule coursework deadlines in a manner to avoid clustering and excessive pressure on students. Student engagement will be carefully monitored via attendance and non-attending students will be individually contacted and informed about the importance of attendance and reminded of the strong correlation between attendance and academic success. Students will be encouraged to actively participate in all class exercises and will be reminded of how active participation will enhance their learning experience. Regular student forum meetings will be held whereby students can voice any concerns and be appropriately dealt with by the course team.

At the University level the range of student support can be found on the 'Students Portal', which has been designed as a 'one stop' to deal with the vast majority of academic issues that, might arise. The main on-campus student support services are located in the Student Centre. Full information on these services can be found on the University's web site but include:

- Academic Registry
- Careers and Employability (Talent Team)
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions
- Spirituality and Faith
- Student Funding
- Students' Union Advice Centre
- Student Wellbeing
- Welfare and Disability

At Faculty and School level, additional student support include:

- Academic and Pastoral Support
- Faculty Student Handbook
- Module Information Directory
- Student Course Handbook: provide information on course structure, assessment and regulation

Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities' Support Team. Reasonable adjustments can be made to the teaching, learning assessment and support of course to maximise accessibility to students with disabilities. Students may discuss their needs with the course director. Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team.

4.4 Specific support for students on placement/professional training

Students on work placements/internships, both national and international, will be provided with proactive, personalised engagement and support through one-to-one appointments. Central to our work is making sure that students have good access to placement and job opportunities and all the support students need to secure these opportunities.

Throughout the course, students will have access to the Talent Team to develop their professional competence, which is their personalised, online environment to engage with career enhancing activities and resources with Graduate Talent Team's professionally qualified team.

4.5 Research Enriched Learning

Research Enriched Learning (REL) is a thread that runs throughout FBL courses at every level and opportunities for students to engage with ongoing projects will bring an added dimension to student learning. Several members of the teaching team are active academic researchers. Opportunities for students to learn about conducting academic or business research are available throughout the course as follows:

- Through the level 5 Designing a Research Proposal and level 6 Project modules
- Students will participate in research-led seminars.

- An annual SMM Student Conference, integrated with modules including Marketing Insight, Designing a Research Proposal and Project modules which includes students having the opportunity to present project proposals and research findings in a collaborative academic environment.
- The use of online resources to expose students to the current thinking of industry and academic protagonists, allowing them to discuss leading edge academic and practitioner themes.

Section 5 Course Assessment Strategy Mapping by Module

NOTE: FORMATIVE FEEDBACK IS PROVIDED THROUGHOUT THE SEMESTER, ON A MODULE BY MODULE BASIS, TO INFORM STUDENTS' PROGRESS

Module	Brief assessment details	Assessment type *	Core/ Applied Core	Credits	Graduate Attributes assessed **	Course Learning Outcomes								Submission ***
Level 4						1	2	3	4	5	6	7	8	Semester 1
4000HRM Organisation al Behaviour	Multiple choice test (MCQ) related to understanding key team-working and leadership skills.	Test	C	5		x	x	x	x		x	x		Semester 1 Week 7
	2,000 word coursework –Annotated bibliography requiring students to summarise and evaluate a selection of relevant sources.	CW	AC	15	CE, GD, AI	x	x	x	x		x	x		Semester 1 Week 12
4005ICTE Entrepreneurial Thinking	Artefact: Infographic or poster representing the photo analysis (minimum 3 images) on the local, social, economic or environmental challenge identified, and the personal experiences gained identifying the chosen challenge (i.e. entrepreneurial traits and competencies utilised)	Artefact	AC	20	AA, CE, GD, TC, AI	x	x				x			Semester 1 Week 11
4023SSL Foundations of Management	Multiple choice test (MCQ)	Test	C	5		x			x		x			Semester 1 Week 8
	1800 word report that investigates challenges in business operations within a specific and chosen context, such as a named multinational corporation, and the impact of those challenges when operating in a global environment	CW	AC	15	CE, AA, TC	x			x		x			Semester 1 Week 13
Level 4														Semester 2
4006ICTE Entrepreneurial Ideation	Individual Digital Storyboard	Artefact	C	5	AA, TC, GD	x	x		x		x			Semester 2 Week 6

	6 minute group pitch	Live	AC	15	AI, CE	x	x	x	x		x			Semester 2 Week 11
4024SSL Business Decision Making Using Data Analysis	Multiple choice test (MCQ)	Test	C	5	TC	x				x	x		x	Semester 2 Week 7
	1,500 word assignment	CW	AC	15	TC, AI	x				x	x		x	Semester 2 Week 12
4007MKT Marketing, Digital and Social Media	Multiple choice test (MCQ)	Test	C	5		x			x		x			Semester 2 Week 8
	2,000 word composite assignment	CW	AC	15	CE, TC, AI	x			x		x			Semester 2 Week 13
Level 5														Semester 1
5017MKT Marketing Insight	1,500 word marketing insight proposal	CW	AC	10	TC	x		x	x	x	x		x	Semester 1 Week 6
	15 minute plus Q&A Marketing research presentation using simulation findings and SPSS analysis	Presentation (Group)	AC	10	TC, CE, GD	x		x	x	x	x		x	Semester 1 Week 12
5015MKT Consumer Behaviour	3,000 word (equivalent) Portfolio including subjective personal introspection	CW	AC	20	AA	x		x	x	x		x		Semester 1 Week 11
5016MKT Integrated Marketing Communications	1,500 word literature review with practical recommendations	CW	AC	10	TC	x	x	x	x	x	x	x	x	Semester 1 Week 8
	Artefact: 5-minute video plus two Integrated Marketing Communications materials to be included within the presentation	Artefact	AC	10	AA, GD, AI	x	x	x	x	x	x	x	x	Semester 1 Week 13
Level 5														Semester 2
5019MKT Business-to- Business Marketing	15 minute individual role play	Presentation	AC	10	CE, GD	x		x			x	x	x	Semester 2 Week 7
	500 word revised response to new information	CW	AC	10	TC	x		x			x	x	x	Semester 2 Week 13
5022MKT Value Through Innovation	3,000 word recommendation of a new product or service development and innovation for an organisation which will create and improve customer value	CW	AC	20	TC	x	x	x			x		x	Semester 2 Week 12

5006ICTE Designing a Research Proposal	5-8 minute presentation	Presentation	AC	5	CE, GD	x	x		x	x	x		x	Semester 2 Week 6
	2,000 word research proposal	CW	AC	15	TC	x	x		x	x	x		x	Semester 2 Week 11
Level 6														Semester 1
6027MKT Corporate Marketing Strategy	2,000 word marketing plan	CW Or CW (Group)	AC	10	AA	x	x	x	x		x	x	x	Semester 1 Week 8
	Or 4,000 word group X-Culture project 10 minutes plus Q&A marketing plan pitch to corporate					x	x	x	x		x	x	x	
6035MKT Sustainable Marketing** **	Multiple Choice test (MCQ)	Test	C	5	AI	x	x	x	x	x	x		x	Semester 1 Week 6
	2,000 word case study – time constrained, students choose from a selection of scenarios which are released on the hand-in date	Case Study	AC	15	AI, TC	x	x	x	x	x	x		x	Semester 1 Week 13
6031MKT Big Data****	4,000 word (equivalent) big data analysis project: analysis of a qualitative and quantitative data set in order to make evidence based recommendations	Project	AC	20	TC	x		x	x	x	x		x	Semester 1 Week 13
6032MKT Global Marketing** **	5 minute poster presentation on an international market analysis	Poster Presentation	AC	5	CE, AA	x	x	x	x	x	x	x	x	Semester 1 Week 7
	3,000 word international marketing entry plan and recommendation accounting for cultural differences	CW	AC	15	AA	x	x	x	x	x	x	x	x	Semester 1 Week 12
6034MKT Social Media and Influencer Marketing** **	4,000 word project based on a Social Media and Influencer Marketing Campaign where students will develop a social media marketing campaign based on the use of social media influencers for a chosen company, designed to enhance its competitive advantage	Project	AC	20	CE, TC	x	x	x	x		x		x	Semester 1 Week 11
6033MKT PR and Event Marketing** **	30 minute PR simulation exercise followed by a Poster Presentation and Viva	Viva	AC	20	GD, CE	x		x		x	x		x	Semester 1 Week 12
6010HRM	1,000 words comparative essay	CW	AC	10	AA, TC	x			x		x	x	x	Semester 1 Week 8

Strategic International HRM****	2,5000 words with 500 word reflection, comparative analysis report	CW	AC	10	AA, TC, CE	x			x			x	x	Semester 1 Week 13
Level 6														Semester 2
6026MKT Corporate Identity, Communication and Reputation	2,000 word literature review on corporate identity communication and corporate reputation	CW	AC	10	TC, AI	x		x	x		x		x	Semester 2 Week 6
	2,000 word (equivalent) portfolio: Students will investigate the quality of the organisations reputation and make recommendations for reputational strategies including corporate brand, identity and communications	Portfolio	AC	10	CE	x		x	x		x		x	Semester 2 Week 11
6001SMM Project	10 minute presentation of the proposed research	Presentation	AC	10	GD	x		x	x	x	x		x	Semester 2 Week 4
	Route 1: 8,000 word individual research-based dissertation on an approved topic which relates to the student's course of study Or Route 2: 6,000 word individual project report on an approved business issue facing an organisation(s), as it relates to the student's course of study, AND an associated artefact (e.g. a video presentation, policy document, blog or website).	Project	AC	30	TC, AI	x		x	x	x	x		x	Semester 2 Week 12

AAGDAI

***Indicative as the running order is subject to change

**** Optional Module, students select two.

All modules are condonable for all students on FBLU097

Section 6 Graduate Attributes Mapping

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
Adapt Approach	<p>Level 4 Students Can identify how key principles of business development, management and operation are impacted by the global environment. Can identify global challenges and how people can impact on challenges through their actions.</p>	<p>Level 4 - Foundations of Management</p> <p><u>Teaching and Learning:</u></p> <p>Students will identify theories, concepts and approaches to business and management and how they apply to a wide context of cultures and international settings.</p> <p><u>Assessment:</u></p> <p>Business report on global operations</p> <p>Level 4 - Entrepreneurial Ideation</p> <p><u>Teaching and Learning:</u> students will identify global and local trends impacting ideation</p> <p><u>Assessment</u></p> <p>Group pitch (6 minutes) proposing solutions to global challenges and inequalities</p> <p>Level 4 - Entrepreneurial Thinking</p> <p><u>Teaching and Learning:</u> Guided learning experiences outside of the classroom where students work in diverse teams to explore their local community and identify social, economic, or environmental challenges</p> <p><u>Assessment:</u></p> <p>Photo analysis of a local, social, economic, or environmental challenge</p>
	<p>Level 5 Students can adapt business and marketing concepts and ideas to different</p>	<p>Level 5 – Integrated Marketing Communications IMC)</p> <p><u>Assessment:</u></p>

	<p>local and global contexts to reflect social and cultural differences</p>	<p>For the Integrated Marketing Communications (IMC) assessment students will have to do a 10-minute video which will include two IMC materials. The assessment will address all of the MLO's, including recommending IMC strategies and plans. One of the materials will cover the extent to which, why and how the proposed IMC marketing strategies and plans could be standardised or would need to be adapted for a country of their choice.</p> <p><u>Teaching and Learning:</u></p> <p>The teaching and learning approach for this module will include students identifying and analysing IMC marketing strategies and plans in different countries. This will be through their own academic and practitioner research of IMC marketing strategies and plans in different countries, case studies, examples from the tutor, and, from their own experiences of living and travelling in different countries.</p>
	<p>Level 6 Students have the ability to take into account local and global factors and identify implications for strategic activity.</p>	<p>Level 6 – Corporate Marketing Strategy</p> <p><u>Assessment:</u></p> <p>In the marketing strategy module students have the option to participate in the Global Group X-Culture Project (subject to it running) and therefore students have two options for the assessment, which are:</p> <p>Cw: – (Individual) Strategic Marketing Plan (2000 words) (10 credits) Prs: – (Individual) Presentation (10 minutes) (10 credits) Or Cw: – (Group) X-Culture Project (4000 words equivalent) (10 credits) Prs: – (Individual) Presentation (10 minutes) (10 credits)</p> <p>In both assessments students will need to consider local, national and global factors and implications for strategic activity.</p> <p><u>Teaching and Learning:</u></p> <p>The teaching and learning approach for this module will include students identifying and analysing marketing strategies and plans in different countries. This will be through their own academic and practitioner research of marketing strategies and plans in different countries, case studies, examples from the tutor, and, from their own experiences of living and travelling in different countries.</p> <p>The teaching and learning approach will also include role play, where students will be given a 'character' from a different country/culture and a strategic scenario, relating to factors such as consumer behaviour, cultural, political, economic, legal, environmental and technological factors, the marketing mix and ways of working and doing business. Including negotiation, which might influence the design and implementation of strategy in different global contexts.</p>

<p>Think Creatively</p>	<p>Level 4 Students can demonstrate knowledge of how markets are developed through concepts such as ideation and entrepreneurship. Can identify problems and propose solutions to a range of business related issues</p>	<p>Level 4 - Data Analytics & Decision Making</p> <p><u>Teaching & Learning:</u></p> <p>Theory Development Knowledge Sharing, Tools, Techniques and Methods related to Data Analytics Different subjects areas can be covered e.g. marketing, accounting/finance, HR, SCM, project management, etc.</p> <p><u>Assessment:</u></p> <p>CW 1 Test on concepts, principles, tools, techniques and methods of Data Analytics CW 2 2,000 word report identifying financial and non-financial data for forecasting purpose</p> <p>Level 4 - Foundations of Management</p> <p><u>Teaching & Learning:</u></p> <p>Students will explore the impact decision making has in a variety of cultural and organisational contexts through real world business cases.</p> <p><u>Assessment</u></p> <p>Business report looking at variety of real-world cases</p> <p>Level 4 - Entrepreneurial Ideation</p> <p><u>Teaching & Learning:</u></p> <p>Students will be introduced to the entrepreneurial ideation process.</p> <p><u>Assessment</u></p> <p>Individual Digital Storyboard mocking up new ways of thinking <u>/framing</u> global challenges or inequalities</p> <p>Level 4 - Entrepreneurial Thinking</p> <p><u>Teaching & Learning:</u></p>
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		<p>Identifying social, economic, or environmental challenges through observations and through being open to new ways of thinking</p> <p><u>Assessment:</u></p> <p>Photo analysis of a local, social, economic, or environmental challenge</p>
	<p>Level 5 Students can analyse data to solve complex problems and make business and marketing recommendations</p>	<p>Level 5 – Marketing Insight</p> <p><u>Assessment:</u></p> <p>The assessment for the Marketing Insight module is as follows:</p> <p>CW2: 15 minutes plus Q&A Group Marketing Research Presentation using simulation findings and SPSS analysis</p> <p>As part of the assessment students have to apply relevant data analysis techniques to present marketing insights and critically analyse marketing insights and findings to recommend solutions to a marketing problem.</p> <p>As such, students have to show evidence based decision making in the module assessment. They also have to be able to solve complex problems and be effective problem solvers.</p> <p><u>Teaching & Learning:</u></p> <p>The teaching and learning approach for the module will include students utilising different ways to present ideas and to deliver information. It will also include skills sessions, such as how to use SPSS.</p>
	<p>Level 6 Students can keep an open mind and critically evaluate primary and secondary research as well as relevant marketing theory to explore complex areas of investigation</p>	<p>Level 6 – Project Module</p> <p><u>Assessment:</u></p> <p>The assessment for this module is as follows:</p> <p>Prs: A 10-minute presentation of the proposed research. Prj:</p> <ul style="list-style-type: none"> Route 1: An 8,000 word individual research-based dissertation on an approved topic which relates to the student's course of study. Route 2: A 6,000 word individual project report on an approved business issue facing an organisation(s), as it relates to the student's course of study, AND an associated artefact (e.g. a video presentation, policy document, blog or website).

		<p><u>Teaching & Learning:</u></p> <p>The teaching and learning approach for the module will include students identifying and justifying a research question or practical issue of relevance to the student's programme of study, critically identifying and evaluating the key stages involved in a research project and identifying and applying appropriate theories to form a coherent research proposal including structured and focused research objectives. Students will also identify, analyse and critically review relevant literature and evaluate and utilise appropriate research methodologies and methods, as well as critically apply the principles of effective and ethical research practices. They will also analyse, interpret and critically evaluate research data and clearly present the research analysis and findings. Furthermore, they will formulate realistic and appropriate conclusions and recommendations, including suggestions for future research and/or practices as appropriate. As such, students will keep an open mind and critically evaluate primary and secondary research as well as relevant marketing theory to explore complex areas of investigation.</p>
Communicate Effectively	<p>Level 4 Students can recognise key aspects relating to how people communicate and build effective teams. Has the ability to communicate in an appropriate and professional manner for a given audience.</p>	<p>Level 4 - Organisational Behaviour</p> <p><u>Teaching & Learning:</u></p> <p>Content includes group work. Students will be undertaking presentations and be involved in discussions around communication</p> <p>Assessment</p> <p>Test related to team working & leadership skills</p> <p>Level 4 - Marketing, Digital & Social Media</p> <p><u>Teaching & Learning:</u></p> <p>Students will be taught in the Digi-Comms lab and will utilise and learn about relevant tools and software to communicate ideas.</p> <p><u>Assessment:</u></p> <p>Artefact</p> <p>Level 4 - Foundations of Management</p> <p><u>Teaching & Learning:</u></p> <p>Students will work together in teams or pairs to critique and share ideas about their proposed ideas for CW2.</p>

		<p><u>Assessment:</u></p> <p>Peer assessment</p> <p><u>Level 4 - Entrepreneurial Ideation</u></p> <p><u>Teaching and Learning:</u> Dragons Den style presentations of a future entrepreneurial idea supported by evidence</p> <p><u>Assessment:</u> 6-minute group pitch on a future entrepreneurial idea</p> <p>Level 4 - Entrepreneurial Thinking</p> <p><u>Teaching and Learning:</u> Peer review of enterprising traits and entrepreneurial competencies feedforward into summative assessment</p> <p><u>Assessment:</u> Infographic/ poster reflecting on feedback from a diverse group of peers</p>
	<p>Level 5 Students can professionally present/pitch marketing ideas individually and as part of a group.</p>	<p>Level 5 – Marketing Insight</p> <p><u>Assessment:</u></p> <p>As prior mentioned above part of the assessment for the Marketing Insight module is a group marketing research report with SPSS analysis.</p> <p>As part of the assessment students have to apply relevant data analysis techniques to present marketing insights and critically analyse marketing insights and findings to recommend solutions to a marketing problem.</p> <p>Therefore, students will need to share knowledge and expertise, have the ability to work well with others and have the capacity to lead and follow, while supporting others to do their best. It also helps students to develop team working skills.</p> <p><u>Teaching & Learning:</u></p> <p>Given the group element of the assessment then the teaching and learning approach will include teamworking. This will build on the teamworking content delivered in the level 4 Organisational Behaviour</p>

	<p>module. It will include students exploring areas such as team dynamics and team roles. Activities might include students completing questionnaires to understand their skills and qualities and what role they might play in a team, as well as areas for future development.</p> <p>Level 5 – Business-to-Business Marketing</p> <p><u>Assessment:</u></p> <p>For part of the assessment on Business-to-Business Marketing students will undertake the following;</p> <p>Prs: 15-minute role play</p> <p>The assessment will enable students to professional present/pitch marketing ideas within an authentic learning environment, aimed at re-creating a real life business-to-business sales/marketing situation.</p> <p><u>Teaching & Learning:</u></p> <p>In order to prepare for the Business-to-Business Marketing individual role play assessment students will complete tasks within seminars as part of the modules formative feedback approach. Within seminars students will be set group role play tasks aimed to prepare them for the assessment and develop their skills. As part of this process students will be encourage to provide peer feedback to one another, further developing their collaborative communicator skills.</p>
<p>Level 6 Students have the ability to be effective communicators within authentic business and marketing contexts.</p>	<p>Level 6 – Corporate Identity, Communication and Reputation</p> <p><u>Assessment:</u></p> <p>As part of the Corporate Identity, Communication and Reputation module students will complete a review of theory/concepts surrounding corporate identity, communication and corporate reputation;</p> <p>CW: 2,000 word literature review on corporate identity, communication and corporate reputation</p> <p>In this assessment students will critically evaluate approaches to communication and will evaluate relevant theoretical concepts/ideas. Given that students will explicitly be critically analysing corporate identity, communication and reputation literature they will be developing the ability to be effective communicators within authentic business and marketing contexts.</p> <p><u>Teaching & Learning:</u></p> <p>Within Corporate Identity, Communication and Reputation students will learn about story telling as part of the indicative content. Students will complete a seminar task on how to create narratives/storylines within a business and marketing context, allowing them to become effective communicators.</p>

Get Things Done	<p>Level 4 Students have the ability to identify their personal growth requirements relating to the world of business and management. Demonstrates an ability to take ownership for their own learning</p>	<p>Level 4 - Organisational Behaviour</p> <p><u>Teaching & Learning:</u> Theories on leadership and features of working in a team or group, - reflection on leadership self-evaluation questionnaires</p> <p><u>Assessment:</u> Test related to leadership & team working</p> <p><u>Level 4 - Entrepreneurial Ideation</u></p> <p><u>Teaching and Learning:</u> Workshop activities where students work in in-class teams to storyboard and mock up global challenges and then produce an individual digital storyboard for their core assessment</p> <p><u>Assessment:</u> Individual Digital Storyboard refined through collaborating with others and building on collective ideas</p> <p>Level 4 - Entrepreneurial Thinking</p> <p>Teaching and Learning: Students self-assess their enterprising traits and entrepreneurial competencies</p> <p>Assessment: Infographic/ poster on students' own needs and areas for development</p>
	<p>Level 5 Students can identify where and what change needs to happen and make and communicate appropriate planning activity recommendations</p>	<p>Level 5 – Integrated Marketing Communications</p> <p><u>Assessment:</u> As per above, for the Integrated Marketing Communications (IMC) assessment students will have to develop a 10-minute video which will include two IMC materials.</p> <p>As part of the assessment students will set SMART objectives and they will also produce a GAANTT chart to show the implementation of their recommended IMC campaign (i.e., who does what and when).</p> <p><u>Teaching & Learning:</u></p>

		<p>The teaching and learning approach will include the introduction of planning activities, such as setting SMART objectives and the use of GAANT charts to reflect the module content and assessment.</p>
	<p>Level 6 Students can demonstrate they are self-starters, intrinsically motivated, resilient, purpose driven and reflexive and adaptable learners who can take ownership to explore complex areas of investigation in business and marketing</p>	<p>Level 6 - Project</p> <p><u>Assessment:</u></p> <p>Prs: A 10-minute individual presentation of the proposed research. Prj:</p> <ul style="list-style-type: none"> Route 1: An 8,000 word individual research-based dissertation on an approved topic which relates to the student's course of study. Route 2: A 6,000 word individual project report on an approved business issue facing an organisation(s), as it relates to the student's course of study, AND an associated artefact (e.g. a video presentation, policy document, blog or website). <p><u>Teaching & Learning:</u></p> <p>The teaching and learning approach for the module will include students identifying and justifying a research question or practical issue of relevance to the student's programme of study, critically identifying and evaluating the key stages involved in a research project and identifying and applying appropriate theories to form a coherent research proposal including structured and focused research objectives. Students will also identify, analyse and critically review relevant literature and evaluate and utilise appropriate research methodologies and methods, as well as critically apply the principles of effective and ethical research practices. They will also analyse, interpret and critically evaluate research data and clearly present the findings.</p>
Act with Integrity	<p>Level 4 Students can interpret data and make ethical business decisions based research and evidence. Is conscious how business decisions impact on wider society and the need for sustainable solutions to both global and local challenges</p>	<p>Level 4 - Marketing, Digital & Social Media</p> <p><u>Teaching & Learning:</u></p> <p>Students will cover external analysis (political, economic, social, technological, environmental, legal)</p> <p><u>Assessment:</u></p> <p>Identify impacts of external factors.</p> <p>Level 4 - Data Analytics & Decision Making</p> <p><u>Teaching & Learning:</u></p> <p>Students will cover the ethical use of data for making business decisions.</p>

		<p><u>Assessment:</u></p> <p>Identifying financial and non-financial data for forecasting purpose and ethical use of data</p> <p><u>Level 4 - Entrepreneurial Ideation</u></p> <p><u>Teaching and Learning:</u> Workshop activities where students work in in-class teams to storyboard and mock up global challenges and then produce an individual digital storyboard for their core assessment</p> <p><u>Assessment:</u> Individual Digital Storyboard refined through collaborating with others and building on collective ideas</p> <p>Level 4 - Entrepreneurial Thinking</p> <p><u>Teaching and Learning:</u> Students self-assess their enterprising traits and entrepreneurial competencies</p> <p><u>Assessment:</u> Infographic/ poster on students' own needs and areas for development</p>
	<p>Level 5 Students can make business and marketing recommendations which are ethical, sustainable and socially responsible.</p>	<p>Level 5 – Integrated Marketing Communications</p> <p><u>Assessment:</u></p> <p>As per the earlier section, for the Integrated Marketing Communications (IMC) assessment students will have to do a 10-minute video which will include two IMC materials.</p> <p>As part of the assessment students will need to make recommendations for IMC strategies and plans and they will need to demonstrate that these are in line with behaving in an ethical way and with integrity.</p> <p><u>Teaching & Learning:</u></p> <p>The teaching and learning approach will include ethical, responsible and sustainable marketing, and also explore themes such as cause related marketing. Where possible, guest speakers, such as business in the community, will be invited to speak to students about CSR and behaving in a way which is part of the community, and how this relates to, for example, a profile IMC strategy.</p>
	<p>Level 6</p>	<p>Level 6 – Project</p>

	<p>Students can demonstrate they can evaluate and utilise appropriate research methodologies and methods to collect and analyse data in an ethical way and critically apply the principles of effective and ethical research practices.</p>	<p><u>Assessment:</u></p> <p>Prs: A 10-minute individual presentation of the proposed research.</p> <p>Prj:</p> <ul style="list-style-type: none"> • Route 1: An 8,000 word individual research-based dissertation on an approved topic which relates to the student's course of study. • Route 2: A 6,000 word individual project report on an approved business issue facing an organisation(s), as it relates to the student's course of study, AND an associated artefact (e.g. a video presentation, policy document, blog or website). <p><u>Teaching & Learning:</u></p> <p>In this module students will evaluate and utilise appropriate research methodologies and methods to collect and analyse data in an ethical way. Specifically, students will have to complete an ethical approval form prior to collecting data to demonstrate they are critically applying the principles of effective and ethical research practices.</p>
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