



**UNIVERSITY
OF LONDON**

Programme Specification 2021–2022

Marketing

BSc

Important document – please read

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Important information regarding the Programme Specification

Last revised 19 April 2021

The Programme Specification gives a broad outline of the structure and content of the programme, the entry-level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

If you have a query about any of the programme information provided, whether here or on the website, registered students should use the *ask a question* button in the [student portal](#); otherwise the *Contact Us* button on each webpage should be used.

Are you affected by US-imposed restrictions?

Our BSc Marketing degree uses creative interactive approaches delivered through Coursera, the world's largest online learning platform, to provide immersive learning experiences.

United States export control regulations prevent Coursera from offering services and content to users in certain countries or regions. More information about which countries or regions are affected can be found [here](#). Coursera must enforce this restriction in order to remain in compliance with US law and, for that reason, we advise that all learners check this information before applying to the programme.

Terminology

The following language is specific to the Marketing programme:

Module: individual units of the programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Stage: the term Stage is used to describe the three levels of the degree: Stage 1 (equivalent to FHEQ Level 4), Stage 2 (equivalent to FHEQ Level 5) and Stage 3 (equivalent to FHEQ Level 6).

Key revisions made

Programme specifications are revised annually. Royal Holloway, as part of its annual review, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes made to the BSc Marketing Programme Specification 2021–2022

This programme will run for the first time in October 2021.

Programme title and qualifications

Undergraduate degrees of the University of London are awarded with Honours. The award certificate will indicate the level of the academic performance (Honours) achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The standard classification system for Bachelor's degrees with Honours is:

First-Class; Upper Second-Class; Lower Second-Class; Third-Class.

A Pass Degree or Ordinary Degree is a degree without Honours.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award.

Programme title

Marketing

Qualifications

- Bachelor of Science in Marketing

Exit qualifications

The exit qualifications for this programme are:

- Diploma of Higher Education in Business Administration
- Certificate of Higher Education in Business Administration

Students who, for academic or personal reasons, are unable to complete the 360 credits required for the Bachelor of Science award may exit with the successful completion of 240 credits or 120 credits and be awarded a Diploma of Higher Education or Certificate of Higher Education respectively.

Exit qualifications are granted at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not be permitted to continue their study of the same qualification with the University of London.

Individual modules

There is no provision for individual modules of the programme to be studied on a stand-alone basis.

Qualification titles may be abbreviated as follows:

Bachelor of Science – BSc

Diploma of Higher Education – DipHE

Certificate of Higher Education – CertHE

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the FHEQ:

BSc: Level 6

DipHE: Level 5

CertHE: Level 4

QAA subject benchmark

See the [QAA website](#) for information:

The QAA has not published an undergraduate subject benchmark statement for Marketing.

Awarding body

University of London

Registering body

University of London

Academic direction

Royal Holloway, University of London

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

Mode of study

BSc

Flexible and online study

Programme structures

BSc Honours degree

The BSc Honours in Marketing consists of 12 modules:

- Four Stage 1 modules (FHEQ Level 4);
- Four Stage 2 modules (FHEQ Level 5);
- Four Stage 3 modules (FHEQ Level 6), including a choice of one module.

CertHE Business Administration, DipHE Business Administration and BSc Marketing

An unclassified BSc consists of passes in 300 credits and achieving an overall average of between 35%-39%.

The DipHE Business Administration (exit qualification only) consists of passes in 240 credits or 210 credits plus a condonable fail to the value of 30 credits.

The CertHE Business Administration (exit qualification only) consists of passes in 120 credits.

Full details of the Scheme of Award are included in the [Programme Regulations](#).

Maximum and minimum periods of registration

Any requests for extensions to the maximum period of registration will be at the Programme Director's discretion.

The maximum and minimum period of registration, from a student's effective date of registration, are:

	Minimum	Maximum
BSc Marketing	Three years*	Six years

* This period may vary if prior learning is recognised and accredited.

Study materials are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to each module of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Marketing programme, all modules are worth 30 credits, or 15 ECTS.

One UK credit equates to a notional ten hours of study.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at an institution other than the University of London.

Where the prior learning covered a similar syllabus to a module on the University of London programme, credit will be awarded as if you took the University of London module.

See the [General Regulations \(Section 3\) and Programme Regulations](#) for more rules relating to prior learning.

For this programme the University of London may recognise your prior learning and award you credit towards the BSc qualification.

Entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the [website](#).

Entry route 1 – Direct entry route

Age:

Applicants must normally be at least 17 years of age on or before the registration deadline.

Qualifications:

Applicants must

- have passed qualifications that satisfy category G in the Qualifications for Entrance schedule.
- meet any additional programme-specific entrance requirements; and
- satisfy the English language requirements.

We consider qualifications from around the world. Details are available [here](#) and in the Qualifications for Entrance schedule, which can be found on the [website](#).

Entry route 2 – Performance based admission route

If applicants do not meet the academic requirements for direct entry, they can apply for the programme via the Performance based admission route.

Age:

Applicants must normally be at least 17 years of age on or before the registration deadline.

Qualifications:

Applicants must

- meet the programme-specific entrance requirements for Performance based admission; and
- satisfy the English language requirements.

To be admitted onto the full BSc programme, students must first pass one required module with an overall result of 40% or above.

Students on the Performance based admission route will have three attempts to pass the required module. This route helps students to develop the necessary skills to complete the full BSc Marketing programme successfully.

Full details of entrance requirements for the Direct entry route and Performance based admission route are given on the [programme page](#), under the Entry requirements tab.

The full progression rules for the Performance based admission route can be found in Section 7 of the [Programme Regulations](#).

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the programme page under the Entry requirements tab.

Additional information on English language proficiency tests are given on the website.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems. A webcam may be required in the event that online timed assessments (if offered) are proctored, and in such a case it is a student's responsibility to ensure that they have a webcam.

The computer must have at least the following minimum specification:

- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);
- a strong internet connection allowing internet access to all programme resources and systems;

And the following applications installed:

- Microsoft Word, PowerPoint and Excel or software that can read and convert these file types (e.g. .doc and .docx; .ppt and .pptx; .xls and .xlsx);
- a PDF reader (for example, Adobe).

Students with access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information see the [Inclusive Practice Policy](#).

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see [Funding your study](#) on the website.

Educational aims and learning outcomes of the programmes

Educational aims – BSc

Stage 1 of the BSc Marketing degree provides a foundation for advanced and independent study through establishing a common platform of essential knowledge and skills. The degree structures are progressive, allowing students to move from Stage 1 modules to more critical or specialist modules. A range of modules is offered to ensure that students appreciate the diverse, interdisciplinary nature of business administration and marketing and also gain or reinforce a range of conceptual, technical, quantitative and personal skills.

Stage 1 provides a foundation for advanced and independent study through establishing a common platform of essential knowledge and skills.

(Stage 1 is equivalent to FHEQ Level 4 – successful completion of this stage would allow a student to exit with a Certificate of Higher Education).

Stage 2 provides students with a range of opportunities to build upon their foundation knowledge and develop their independent learning and a rigorous approach in the study of business administration or marketing.

(Stage 2 is equivalent to FHEQ Level 5 – successful completion of this stage and Stage 1 would allow a student to exit with a Diploma of Higher Education).

Stage 3 provides students with a range of opportunities to further advance their critical study of business administration or marketing.

(Stage 3 is equivalent to FHEQ Level 6 and its successful completion results in the award of a BSc).

Learning outcomes by programme: BSc Marketing

Subject specific – knowledge and understanding:

- The organisation, its functions, and the context of business leading to a multifaceted appreciation of marketing and other management disciplines;
- Contemporary perspectives on marketing as a discipline and its implications for firms, industries and society;
- The strategic and operational facets of marketing set within the context of globalisation and its implications for the marketing manager and consumerism.

Skills and other attributes:

- Ability to analyse real-life problems facing actual businesses and evaluate the effectiveness and limitations of different marketing and management attempts to solve them.

Learning outcomes by Stage: Marketing

Stage	Knowledge and understanding of:	Skills and other attributes:
Stage 1 (Stage 1 is equivalent to FHEQ Level 4 – CertHE)	<p>A1: The discipline of management with an emphasis on the historical, political, cultural, ethical and institutional forces shaping modern business;</p> <p>A1.1: The principal interdisciplinary and comparative perspectives that inform Business Administration theory and practice.</p>	<p>Intellectual skills</p> <p>B1: Ability to evaluate theory, research and practice within management.</p> <p>Transferable Skills</p> <p>C1: Research C2: Self-management C3: Problem Solving C4: Numeracy C5: Netiquette C6: Written communication</p>
Stage 2 (Stage 2 is equivalent to FHEQ Level 5 –Exit award DipHE).	<p>A2: Key managerial functions of marketing and its links with information systems, human resource management, accounting, operations management;</p> <p>A2.1: How organisations develop and maintain competitive advantage within a changing business environment influenced by economic, political, social, and cultural factors.</p> <p>A2.2: Contemporary perspectives on marketing research and digital marketing in organisations.</p> <p>A2.3: Critical reflexivity of digital marketing including societal implications of surveillance, exploitation, as well as relevant concepts like 'digital positivism' and 'Big Data Ideology'</p>	<p>Intellectual skills</p> <p>B2: Capacity to critically apply methodologies in the analysis of management.</p> <p>Transferable Skills</p> <p>C1: Research C2: Self-management C3: Problem Solving C4: Numeracy C5: Netiquette C6: Written communication</p>

Stage	Knowledge and understanding of:	Skills and other attributes:
Stage 3 (Stage 3 is equivalent to FHEQ Level 6 –BSc)	<p>A3: The organisation, its functions, and the context of business leading to a multifaceted appreciation of the Management discipline;</p> <p>A3.1: The strategic and operational processes by which management plans and coordinates the use of resources with the general objective of securing or maintaining competitive advantage;</p> <p>A3.2: The emergence of the global economy and multinational firms, using various theoretical approaches (economic management, international relations and geo-political).</p> <p>A3.3: Contemporary perspectives on global marketing, the consumer and advertising and branding.</p> <p>A3.4: Contextualise questions of global marketing alongside questions of globalisation with reference to contemporary concerns regarding neo-colonialism and the orchestration of a global consumer behaviour.</p>	<p>Intellectual skills</p> <p>B3: Ability to analyse real-life problems facing actual businesses and evaluate the effectiveness and limitations of different management attempts to solve them.</p> <p>Transferable Skills</p> <p>C1: Research C2: Self-management C3: Problem Solving C4: Numeracy C5: Netiquette C6: Written communication</p>

Transferable skills: definitions

- Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making;
- Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time;
- Problem solving: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions;
- Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena;

- Netiquette: respecting other users' views and displaying common courtesy when posting your views to online discussion groups and other internet-based mediums;
- Written communication: development of an argument through understanding structure, style and content related issues.

Diploma of Higher Education in Business Administration

Subject specific – knowledge and understanding:

- The discipline of management with an emphasis on the historical, political, cultural, ethical and institutional forces shaping modern business;
- The principal interdisciplinary and comparative perspectives that inform Business Administration theory and practice.
- Key managerial functions such as information systems, marketing, human resource management, accounting, operations management;
- How organisations develop and maintain competitive advantage within a changing business environment influenced by economic, political, social, and cultural factors.

Skills and other attributes:

- Capacity to critically apply methodologies in the analysis of management and, additionally, human resource management, as applicable.

Certificate of Higher Education in Business Administration

Subject specific – knowledge and understanding:

- The discipline of management with an emphasis on the historical, political, cultural, ethical and institutional forces shaping modern business;
- The principal interdisciplinary and comparative perspectives that inform Business Administration theory and practice.

Skills and other attributes:

- Skills in information technology, numeracy, and research;
- Ability to evaluate theory, research and practice within management.

Learning, teaching and assessment strategies

This programme has been designed to encourage intellectual curiosity. The underlying principles of the programme revolve around accessible learning and knowledge, and content that is simple to navigate. A range of integrated knowledge and skills development approaches are used to encourage learning: pre-recorded videos, readings, formative discussion forums, formative multiple-choice quizzes (MCQs) and live tutorials. Hyperlinks are embedded to relevant book chapters, journal articles and worthy topical news items.

Each 30-credit module comprises weekly topics, corresponding to the key content items detailed in the module descriptors, and equating to approximately 10–12 hours of directed learning per week. In addition, an assessment revision unit is included as a capstone to each module. Students are also encouraged to share and construct knowledge through participation in discussion forums and the live tutorials, with six taking place per module.

The learning, teaching and assessment strategy has been designed to take account of the fact that learners will be studying independently. Both formative and summative MCQ tests, taken at regular intervals, serve as an important tool for assessment as well as for learning. Learners will have the opportunity to develop their learning over time in preparation for the examination.

Students are required to obtain an overall minimum mark of 40% to pass a module; this consists of a combination of the grades of both elements to the assessment (summative MCQs and examination).

Assessment methods

Each module of the Marketing programme is assessed by two elements of assessment. Assessment element one comprises four multiple choice question tests (MCQs) taken at five-weekly intervals throughout each 22-week study session, and assessment element two is a 3,000-word online examination held at the end of each session. The marks achieved for assessment elements one and two will be weighted on a 30:70 basis to calculate the overall mark for the module.

Full details of the dates for each MCQ and the online examination are available on the VLE.

Student support and guidance

The following summarises the support and guidance available to students:

- Student induction resources
- The Virtual Learning Environment (VLE) for this programme will be the Coursera Platform. This gives access to materials (including lessons, activities and assignments) for each module studied and discussion forums for student and tutor interaction.
 - The VLE also includes a range of additional study resources such as sample examination questions and formative MCQs to aid revision.
- Online tutors: Online tutors hold live tutorial webinars and provide support and guidance throughout each study session.
- Online Student Relationship Managers will guide students through their learning journey.
- Communication tools such as discussion forums, Slack (a cloud-based instant messaging system) and Zoom (video conferencing software).
- [Student Guide](#): This provides information which is common to all students and gives information about matters of importance from the start of a student's relationship with the University of London through to their graduation.
- [Programme Regulations](#).
- [The Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, e-books and reports can be found.

- University of London library: Registered students may use the resources located within the Senate House library.
- A University of London email account and web area for personal information management.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions.

The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme specific regulations](#).

Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle.

The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team.

Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme can allow students who wish to go on to take further study in the subject area, at Royal Holloway, University of London or elsewhere.

Graduate employment routes

Graduates of the programme have a sound basis for careers in a wide range of areas from major corporations and small businesses, across to not-for-profit organisations.

In recent years, students who have studied this field have entered many different management roles in functions such as human resources, accounting, marketing, production, operations, information technology and strategy. They have joined organisations in sectors as diverse as construction, pharmaceuticals, banking and finance, accountancy and manufacturing.

The Alumni community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#)