



**BA (Hons) Business (Marketing)  
(Top-up)  
Programme Handbook**

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V9

# Introduction to the Programme

Programme structure

Welcome to the BA (Hons) Business (Marketing) (Top-up) degree programme.

As you are studying a final year top-up programme you will be required to complete the level 6 modules.

Each 20-credit module is equivalent to 200 hours of self-guided learning.

## Core Modules

	Module	Credits	BA (Hons) Business	BA (Hons) Business (Finance)	BA (Hons) Business (HRM)	BA (Hons) Business (Marketing)	BA (Hons) Business (Tourism)
<b>Level 6</b>	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Research Methods and Dissertation	40	x	x	x	x	x

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

## Programme Specifications

## PROGRAMME SPECIFICATION

<b>1. Target Award</b>	BA (Hons) Business (Marketing)
<b>2. Programme Title</b>	BA (Hons) Business (Marketing) (Top-up)
<b>3. Exit Awards</b>	BA Business (Marketing)
<b>4. Programme Leader(s)</b>	Alison Watson
<b>5. Delivery Model</b>	Online Blended
<b>6. Start date</b>	September 2015
<b>7. Programme Accredited by</b> <i>(PSRB or other, if applicable)</i>	
<b>8. UCAS Code</b> <i>(If applicable)</i>	
<b>9. Relevant QAA subject benchmark statement</b>	General Business Management (2007) subject to consultation October 2014

### 10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Marketing) (Top-up) is to enable students to acquire knowledge, understanding and a range of practical skills relating to key business and marketing disciplines applicable to a range of commercial and non-commercial sectors, local, national and international. In particular it seeks to develop skills and understanding specific to marketing planning and strategy, marketing communications and the role of marketers as sources of management intelligence to support effective decision making. Simultaneously they will develop a range of transferrable skills that will aid them as they pursue business and marketing careers or further relevant study. More specifically it will:

- enable students to build upon their areas of strength, career aspirations and current challenges, using innovative and flexible distance learning strategies.
- allow students to develop professional level skills in business marketing, supplemented by an understanding of a range of business disciplines.
- promote understanding of the key aspects of current practice in the field of marketing while acknowledging current and emerging developments in the related disciplines, local, national and global.
- equip students with the essential skills and tools to work professionally in a business situation and to be creative and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.
- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.
- equip students to work within multicultural settings and to appreciate the complexity of decision making in such contexts.
- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses
- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

The programme provides for a Level 6 (Honours level) only. Entrants into it will possess a Business related a Diploma, for example a HND, and will join with 240 credits. The programme is designed to provide opportunities for students to develop their knowledge and skills in business in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>With due regard to the QAA Finance Benchmark Statement 2007 (Subject to consultation in October 2014), the intended programme learning outcomes are for students to:</p> <p>A1 Evaluate the appropriateness of the structure, functions, processes and management priorities of a business organisation to achieve its strategic marketing objectives.</p> <p>A2 Utilise business research to improve business performance and analyse and interpret written, visual and graphical data.</p> <p>A3 Recognise the importance of collecting relevant data, and the variety of information sources, both primary and secondary.</p> <p>A4 Analyse leading issues in business and have a clear view of the contemporary and cross cultural issues facing modern managers.</p> <p>A5 Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying sensitivity to differing cultural and ethical contexts in decision making.</p>	<p>Learning and Teaching methods and strategy:</p> <p>Acquisition of knowledge and understanding (A1 – A5) at all levels is through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:</p> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our VLE</li> <li>• Guided group / project based work</li> <li>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li> <li>• Podcasts and narrated PowerPoint's</li> </ul> <p>Synchronous</p> <ul style="list-style-type: none"> <li>• Online seminars facilitated by VOIP's where theory and practice are integrated.</li> <li>• Live chats</li> <li>• Classroom based teaching (lectures, seminars &amp; tutorials)</li> </ul> <p>Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.</p> <p>Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement.</p>	<p>Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, essay and report based assignments.</p>

	There is a requirement for written work at all levels including reports, essays, practical tasks, developed targeted plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a Dissertation. .	
<b>11b. Intellectual (thinking) skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>B1 Identify issues and formulate appropriate methods of investigation and evaluation.</p> <p>B2 Select and synthesise information from a variety of sources.</p> <p>B3 Apply theoretical concepts and practical techniques to the solution of complex problems</p> <p>B4 Analyse, evaluate and interpret quantitative and qualitative data, thereby display numeracy and quantitative skills including data analysis, interpretation and extrapolation.</p> <p>B5 Utilise judgement to draw appropriate conclusions and make contextually relevant recommendations.</p>	<p>Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B5) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).</p> <p>Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student’s thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of contextually relevant solutions, and a willingness to explore and engage with a range of media.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.</p>	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, financial and statistical analyses, qualitative judgements, and research reports/ dissertation.
<b>11c. Practical skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p><b>Practical</b></p> <p>C1 Select effective information collection methods and select appropriate analytical tools.</p>	Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern day skills of managing projects, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to market planning and strategy,	To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and

<p>C2 Select and utilise management tools in the construction of business projects and decision-making.</p> <p>C3 Plan effectively.</p> <p>C4 Articulate reasoned evidence and conclusions.</p> <p>C5 Demonstrate flexibility in adapting to different business contexts, locally, nationally and globally.</p>	<p>market intelligence and communications; managing others; and managing knowledge.</p> <p>Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.</p>	<p>geographical contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.</p>
<p><b>11d. Transferable skills</b></p>	<p><b>The means by which these outcomes are achieved and demonstrated</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>D1 Communicate effectively through appropriate media.</p> <p>D2 Utilise appropriate IT software and critically evaluate internet sources.</p> <p>D3 Work effectively on his/her own and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs as an independent learner in the spirit of critical and self-reflective enquiry.</p> <p>D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship.</p> <p>D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.</p>	<p>Personal responsibility (D3) becomes an increasingly important skill as students progress, culminating in the writing of the Dissertation.</p> <p>Modules in level 5 promote the development of entrepreneurial skills that a student may develop further in their Dissertation topic at level 6 if they wish.</p> <p>The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a focus for the increased internationalisation of the programme that is also evidence in the supporting materials and assessments used throughout the programme.</p> <p>As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)</p>	<p>To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.</p>



## **12. Graduate Attributes and the means by which they are achieved and demonstrated**

### **Graduate Attributes**

The concept of the ARDEN UNIVERSITY Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes

- E01 – Discipline Expertise
- E02 – Effective Communication
- E03 – Responsible Global Citizenship
- E04 – Professional Skills
- E05 – Reflective Practitioner
- E06 – Lifelong Learning

All six attributes are relevant to this programme.

### **The means by which these outcomes are achieved and demonstrated**

The achievement of these attributes is integrated into all programmes of study curriculum, unit of study tasks (individual and group work) and through summative assessment tasks.

## **13. Learning and teaching methods and strategies**

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

### Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

### Synchronous

- Online seminars facilitated by VOIP's where theory and practice are integrated.
- Lectures, seminars & tutorials both on line and via classroom based input

Based upon the variety of student undertaking our programmes and our wishes to provide equal opportunity for engagement no matter what their preferred method of learning styles of the student, our strategy has been designed to enable students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

## **14. Assessment methods and strategies**

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

### 15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment and as a result, employment prospects / posts of further responsibility are enhanced. This may be through enhanced skills development or further (professional) accreditation for example.

### 16. Entry Requirements

The criteria for admission to the BA (Hons) Business top-up programme are:

- HND in Business or equivalent
- English language competence equivalent to IELTS 6.0

In the case of an equivalent award where this was not studied in English the candidate must demonstrate an ability in English equivalent to IELTS 6.0 (no less than 5.5 in any element). The equivalent award must also be approved through the APL process. Such an award must have provided the applicant with a prior learning consistent with Level 5 of the functional areas of business underpinning the programme. These should include: finance; marketing; HRM; and Operations Management. It is expected that such students will have a familiarity with basic Microsoft Office applications and no other IT skills are required.

### 17. Programme Structure

#### Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6001	Contemporary Management Issues	20	Core	Assignment
BUS6002	Strategic Management	20	Core	Assignment
HRM6001	Managing Self and Others	20	Core	Assignment
MKT6001	International Marketing	20	Core	Assignment
RES6001	Research Methods and Dissertation	40	Core	Major Project (Dissertation)

**18. Subject:**  
N500 Marketing

**Select from:**  
<https://www.hesa.ac.uk/component/content/article?id=1787>

**Annex – Mapping of Intended Programme Learning Outcomes and Modules**

Programme Learning Outcomes		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
		Modules																			
Level 6	Contemporary Management Issues		x		x		x	x	x		x	x	x	x	x	x			x	x	x
	Strategic Management	x	x	x	x	x	x	x	x		x	x	x		x	x			x	x	x
	Managing Self and Others						x	x	x	x	x		x	x	x	x	x		x	x	x
	International Marketing	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x	x
	Research Methods and Dissertation	x	x			x	x	x	x	x	x	x	x	x	x	x			x	x	x