BA (Hons) Business Management (Marketing) with Foundation Year Programme Handbook

Introduction to the Programme

Welcome to the BA (Hons) Business Management (Marketing) with Foundation Year programme. This handbook provides you with information about the structure of your programme and a description of each of the modules that you will study.

The programme is made up of the modules listed in the table below. Each 20-credit module is equivalent to 200 hours of self-guided learning.

This programme aims to equip students with a knowledge and understanding of the key business functions in marketing and how these interrelate. They will also be given the opportunity to develop a range of generic and specialist skills applicable to the contemporary business and marketing environment. Through the specialist marketing route students will learn of the importance of the integration of the sales and marketing functions. Fundamental principles of marketing will be covered, but students will be challenged to think beyond these concepts and consider the nature of marketing within an ever-developing digital environment. As a result, students will understand the importance of insights and digital strategy. They will also examine brand management and the value a solid brand brings to an organisation. To keep abreast of international developments in the final year students will explore the application of global marketing techniques and explore the need for cultural awareness within an organisations marketing function.

To achieve these overarching aims, students will:

- Analyse and interpret data sets relevant to sales and marketing departments
- Develop and evaluate effective solutions and plans to respond to business challenges and problems
- Develop a range of general business and marketing focused skills
- Develop a critical understanding of the contemporary business and marketing environment
- Comprehend the role and purpose of marketing in the wider environment
- Explore the ethical and social responsibilities required in business and marketing practice
- Evaluate the importance of technology, change management and innovation in contemporary marketing practice

Programme accredited by: CIM

BA (Hons) Business Management (Marketing) with Foundation Year Modules

Level 3 (Foundation Year)

Module Code	Module Title	Credits	Module Type (Core/Optional)
BUS0003NFBNM	Academic Skills Practice	20	C
COM0004NFBNM	Introduction to Numeracy, Data & IT	20	C
BUS0004NFBNM	Ethics, Working Collaboratively & Values	20	C
COM0005NFBNM	Introducing Research Skills	20	C
BUS0005NFBNM	Structure of Business	20	C
COM0006NFBNM	Technology in Organisations	20	C

Level 4

Module Code	Module Title	Credits	Module Type (Core/Optional)
BUS4009	Digital Skills & Professional Development	20	C
BUS4010	Contemporary Business Environment	20	C
BUS4011	Marketing Dynamics	20	C
BUS4012	Introduction to Business Finance	20	C
BUS4013	Technology & Innovation	20	C
BUS4014	People Management	20	C

Level 5

Module Code	Module Title	Credits	Module Type (Core/Optional)
BUS5015	Data Analytics & Management	20	C

Module Code	Module Title	Credits	Module Type
BUS5016	Business Start-up	20	C
BUS5013	Sales Management	20	C
BUS5023	Digital & Social Media Marketing	20	C
BUS5019	Managing Brands	20	C
BUS5020	Consumer Insights	20	C

Level 6

Module Code	Module Title	Credits	Module Type (Core/Optional)
BUS6010	Business Transformation	20	C
BUS6011	Entrepreneurship and Innovation	20	C
BUS6012	Governance, Law & Ethics	20	C
BUS6017	Independent Study	20	C
BUS6015	Global Marketing	20	C
BUS6014	Marketing & Digital Strategy	20	C

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

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website http://arden.ac.uk/

Programme Specification

1.	Programme Code	TBC
2.	Programme Title	BA Business Management (Marketing) with Foundation year
3.	Target Award Title	BA Business Management (Marketing) Diploma in Higher Education (Marketing) Certificate in Higher Education
4.	Exit Award Title(s)	Diploma in Higher Education Certificate in Higher Education Foundation Certificate
5.	Subject area	Business
6.	School	Leadership and Management
7.	Programme Team Leader(s)	Md Nazmul Islam – Level 4 Dave Harris – Level 5 Ria Sidhu – Level 6
8.	Programme Type	Specialist

9. Delivery Model						
DL F/T	X	BL F/T	X		
DL P/T	X	BL P/T	X	Other	X

Where delivery model identified as 'Other' please provide details	Standalone module study
10. Location of delivery	All BL centres, DL
11. Proposed Start date	November 2021
12. Reference points	QAA benchmark statements, business and management (2023) UK Quality Code (2023) FHEQ level 4, 5 & 6 descriptors (2014) FHEQ classification level 6 descriptor (2019)
13. Professional, Statutory & Regulatory Bodies (PSRB)	Chartered Institute of Marketing

14. Programme aims

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15. Programme Entry Requirements

To be able to study this course:

At least 3 x GCSEs OR 45 credits at Level 2 or equivalent – if qualifications are older than 3 years Arden would also ask to see a professional CV.
Applicants may be considered based on a minimum of 12 months of professional work experience evidenced with a CV and Reference if they do not meet the qualification requirements.

Candidates are required to submit a personal statement (of between 350-550 words) or attend an interview demonstrating an ability to study for the programme. This statement should include:
Motivation for undertaking the programme
Why the applicant has chosen the particular course
Any long-term goals or career aspirations

IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent

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 these attributes:

•Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

•Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.
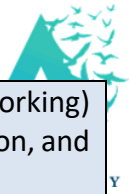
•Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

•Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

16. **Learning, teaching and assessment methods and strategies**

The programme draws upon an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching
In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: specialist software, simulations, discussion fora, social media channels, collaborative tools, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus using interventions such as contemporary case studies and industry data sets.   Teaching is largely student led; students are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable).   Teaching is enriched by a programme of industry guest lectures.

Assessment
The assessment strategy similarly centres on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, portfolios, time constrained assessments, case studies, report writing and group assignments.   Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and indicate the requisite levels of academic rigour required at levels 4 – 6.

The programme culminates in the submission of the independent study assessment that builds upon content examined and skills developed in the taught modules.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated

Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
Foundation Fd1. Use factual, procedural and theoretical understanding to complete tasks Fd2. Apply knowledge and understanding to basic, non-complex situations to solve problems Fd3. Demonstrate a range of core academic skills to support study at undergraduate level Fd4. Use effective written communication skills in a variety of tasks which are suitable for a specified audience **Level 4 - 6** 1. Identify the key skills, technologies and competencies required to lead and manage in	Through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activities drawing upon a range of academic and professional body source materials; students thus have multiple opportunities to gather knowledge of core concepts. (LOs Fd 1 - 4; 1, 2, 3, 4, 5, 6, 8, 9 & 10) Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to "directed study" and learning. (LOs Fd 1 – 4; 1, 2, 3, 4, 5, 6, 8 & 9) Analysis of real-world cases; using diagnostic skills to evaluate business, marketing and organisational performance and effectiveness. (LOs Fd 1 & s, 2, 3, 4, 5, 6, 8 & 10) Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources.	**Formative Feedback – informal** Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities. (LOs 1-10) (Fd 1 – 4) **Formative opportunities – formal** As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled: Students will be given opportunities to share draft sections of

the contemporary organisational environment.	(LOs Fd 1 – 4; 1, 2, 3, 5 6, 8 & 9) Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include business problems, case studies, simulations, marketing datasets, market research and industry reports. (LOs Fd 1 - 4, 1, 2,3, 4, 5, 6, 8 & 10)	assessments with tutors and (in some modules) peers to garner feedback and guidance. This feedback can then be incorporated in submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner (LOs 1-6, 9 & 10) (Fd 1 – 4)
2. Analyse external organisational environments and influences.		
3. Identify and evaluate the interrelated contributions of the key business functions.		
4. Analyse business and marketing data (qualitative and quantitative).	Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting business documents and marketing plans, analysing case studies and datasets, completing ethical dilemma exercises and self-assessments. (LOs 2, 5, 6, 8 & 10) Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations.	The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, for example, examining ethical considerations and marketing. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers. (LOs 1-10) (Fd 1 – 4)
5. Identify and communicate robust marketing and business solutions to meet the complex challenges presented by the contemporary business environment.		
6. Apply and evaluate business and marketing theories, principles and frameworks in a range of contexts, challenges, and situations.	Practical business and marketing skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business and marketing documentation, engaging in simulation exercises and informal peer assessment (LOs Fd3; 4, 7, 8, 9 & 10)	
7. Develop a set of generic "life" skills including, self-awareness and management, research capability, argumentation, numeracy, critical thinking, and analytical ability.	Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and	Students will have access to academic staff in all the modules they study. These staff include

8. Understand and evaluate the importance of business and marketing ethics, corporate social responsibility, global citizenship, and risk management in contemporary business management.	team working skills. (LOs Fd3; 5, 7 & 10)

Considering employability and career development options, strategies, and challenges by conducting self-audits, personal SWOT analyses and developing personal development plans. (LO Fd3; 1, 3, 7 & 8) | subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures, webinars, and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s) (LO1- 10) (Fd 1 –4)

Where the summative assessment diet includes time constrained assessments (TCAs), students will have opportunities to practice "mock" style TCA questions and receive tutor feedback before the summative events. (LOs 2-6, 8 & 10)

Other summative assessments used on the programme include:

Reflections and development plans ((Fd 2 & 3) |
| 9. Analyse the various stages of the customer journey | | |
| 10. Critically evaluate marketing plans and strategies | | |

		Producing "work type products" (LOs 1,2,5 & 10)
		Case study and dataset analyses (LOs 1 –5 & 9) (Fd 3)
		Individual presentations (LOs 1, 2 & 5) (Fd 3)
		Group assignments and presentations (LOs 1, 2, 5 & 9) (Fd 3)
		Reflections (LOs 2,3,4, 7, 8 & 10) (Fd 3)
		Portfolios (LOs1-10)

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type Compulsory (C) or Optional (O)	Identified pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10
L4	Digital Skills & Professional Development	C	P	X		X				X			
	Contemporary Business Environment	C	P		X	X		X	X				
	Marketing Dynamics	C			X	X	X		X				
	Introduction to Business Finance	C		X			X			X			
	People Management	C		X		X		X	X				
	Technology & Innovation	C		X	X			X		X			
L5	Data Analytics & Management	C	P	X	X	X		X		X			
	Business Start-up	C	P	X	X	X	X	X		X			
	Sales Management	C		X	X	X	X	X					
	Digital & Social Media Marketing	C			X	X	X	X		X			
	Managing Brands	C		X	X	X		X	X		X		X

	Consumer Insights	C			X		X		X					X	X
L6															
	Business Transformation	C		P	X	X	X	X	X	X					
	Entrepreneurship & Innovation	C		P	X	X	X	X	X	X	X				
	Corporate Governance, Law & Ethics	C			X			X	X			X	X		
	Independent Study	C			X	X	X	X	X	X	X	X	X	X	X
	Global Marketing	C			X	X		X	X	X	X		X		
	Marketing & Digital Strategy	C			X	X		X	X	X	X		X		

Mapping of Programme Learning Outcomes and Modules – Level 3

	Modules	Module Type	Fd1	Fd 2	Fd 3	Fd 4
Level 3	Academic Skills Practice	C	X	X	X	X
	Introduction to Numeracy, Data & IT	C	X	X	X	
	Ethics, Working Collaboratively & Values	C	X	X		
	Introducing Research Skills	C	X	X		X
	Structure of Business	C	X	X		
	Technology in Organisations	C	X	X		

Note: The header row spans "Programme Learning Outcomes" above Fd1–Fd4.