

# **BSc (Hons) Management with Entrepreneurship; BSc (Hons) Management with Economics; and BSc (Hons) Management with Marketing**

## **Programme Specification**

### **Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

### **Name of Final Award and Programme Title:**

BSc (Hons) Management with Entrepreneurship

BSc (Hons) Management with Economics

BSc (Hons) Management with Marketing

**Total credit value for programme:** 360 credits

### **Name of Interim Exit Award(s):**

Certificate of Higher Education in Management

Diploma of Higher Education in Management with Entrepreneurship

Diploma of Higher Education in Management with Economics

Diploma of Higher Education in Management with Marketing

**Duration of Programme:** 3 years full-time

### **UCAS Code(s):**

NN29 (Management with Entrepreneurship)

NL21 (Management with Economics)

NN25 (Management with Marketing)

### **HECoS Code(s):**

(100089) Management Studies 50% (all Awards); (101221) Enterprise and Entrepreneurship

50% (Management with Entrepreneurship); (100450) Economics 50% (Management with

Economics); (100075) Marketing 50% (Management with Marketing)

**QAA Benchmark Group:** Business and Management; Economics

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** June 2023

**Home Department:** IMS

**Department(s) which will also be involved in teaching part of the programme:** Psychology; Sociology; Politics and International Relations; Anthropology; History; Institute for Creative and Cultural Entrepreneurship

## Programme overview

The BSc Management (with Specialist Pathways) is a three-year full-time degree that equips students with a comprehensive theoretical and practical understanding of Management. All students on the programme must take compulsory modules in Management that equip them with some of the essential knowledge and skills required to lead and work within organisations (e.g., critical thinking, problem solving, communications, research). The programme offers three specialist pathways in

Entrepreneurship, Economics and Marketing and corresponding compulsory modules. The Entrepreneurship stream places an emphasis on how organisations are conceived, sustained through opportunity seeking and resource acquisition, grow and stay creative and innovative. The Economics stream places an emphasis on the wider social, historical and political context in which organisations operate, and how it shapes the circulation, and demand/supply, of goods and services. Finally, the Marketing stream places an emphasis on how organisations communicate with their customers and the strategies and tools they use.

## Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 points with Three HL subjects at 655

Access: Pass with 45 Level 3 credits including 30 at Distinction & 15 at Merit or equivalent; see find out more about our general entrance requirements.

The student should normally have at least Grade B in GCSE (or equivalent) in Mathematics, Economics or Statistics.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.0 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

## Aims of the programme

The Goldsmiths BSc Management (with Specialist Pathways) equips students with a comprehensive theoretical and practical understanding of Management. Students will learn about key economic, financial, and psychological knowledge-based in order to provide them with some of the basic tools required to effectively manage and lead people at work, and engage in activities such as business creation and product/business development. The degree will prepare students for work in large/multinational and small-to-medium sized organisations that are global in nature, innovative, entrepreneurial and digitally cutting-edge. Students can also expect to develop transferable skills in critical-thinking, reflection, time-management, leadership, written/verbal communications, and numeracy, and to undertake research on an individual and group basis.

Unlike many programmes, the BSc Management (with Specialist Pathways) not only teaches the latest management strategies, but also introduces the students to state of the art theories and analytic strategies that they can use to tailor the skills they will develop over the course of the programme to any environment in which they work; thus, we give students the tools they can use to remain relevant across their career. We achieve this by taking a theory-driven, interdisciplinary approach to management. In particular, psychological theories and techniques run throughout the degree, as successful business leaders and entrepreneurs need to know how to understand the way people function, in order to influence them, enhance their well-being and bring out the best in them. Theories and approaches from other disciplines such as sociology, economics, politics, history and design also feature heavily, and we teach students the interconnectedness of these theories and approaches.

With this degree, students will get to the heart of how people make decisions, learn through the experiences of others, and investigate how organisations work at all levels, stages of development, and in relation to the external environment, including economic, environmental, ethical, legal, political, sociological and technological factors. We teach students how these factors take effect at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations. The programme content encompasses the requirements outlined by the subject benchmark statements for General Business and Management, and Economics (The Quality Assurance Agency for Higher Education).

The BSc Management (with Specialist Pathways) is based in Goldsmiths' Institute of Management Studies (IMS), which is a research-driven institute where our scholarship heavily informs our teaching. As a result, we provide both undergraduate and postgraduate students with the best opportunity to learn leading-edge knowledge, skills and abilities that will give them the foundation that they require for building successful careers in their chosen fields. Our focus on research does not mean that we ignore practice. Kurt Lewin's maxim, 'There is nothing so practical as a good theory' underscores all of the work that we do. This is shown in the theoretically driven applied research and consultancy that we undertake, as well as the theory-based courses with practical applications that we offer on our undergraduate programme.

Another unique feature of the department is that we focus our teaching efforts on a relatively small cohort of no more than 50-70 students per year, so that we can provide these students with some of the knowledge and tools to be business leaders, entrepreneurs, work psychologists, consultants or researchers, that graduate ready to make a difference.

The IMS is an outward-focused institute, ensuring that staff interact with a wide-range of organisations and academics. This is reflected in our research collaborations, consultancy activity, and our ability to bring in high-flyers from academia, management, and entrepreneurial activities. Our Distinguished Speaker's Series, Innovation Case Studies, and work placements are just three examples of how 'real world' leaders connect with and teach our students. Through such undertakings, we can help to ensure the IMS remains at

the leading edge of management.

## What you will be expected to achieve

Each component module of the programme has its own detailed aims, learning outcomes and methods of assessment that complement the overall learning outcomes of the programme. Reaching these learning objectives will enable students to synthesise their knowledge of Management and its sub-disciplines. By the end of the programme, a typical student engaging fully in the programme modules and activities should expect to have acquired knowledge, understanding and skills relating the Management broadly, and Entrepreneurship, Economics or Marketing more specifically.

Students who successfully complete 120 credits that choose to discontinue their studies and are awarded a Certificate of Higher Education in Management will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a systematic understanding of organisations and how they are managed, the external environment in which they operate and how it shapes activities	All compulsory modules
A2	Understand basic terminology in management, marketing, economics, finance and accounting	All modules at level 4

Code	Learning outcome	Taught by the following module(s)
A3	Develop arguments and solve problems critical to management and managers	All compulsory modules

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a critical understanding of the importance of physical, financial, human and social capital in relation to the development and sustainability of organisations	Strategic Management Understanding Entrepreneurship, , Foundations of Economics I and II, Finance and Accounting
B2	Appraise and apply knowledge to both established organisations as well as new and small ventures	All compulsory modules at level 4

### Subject specific skills and professional behaviours and attitudes

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Carry out internal and external organisational analyses	Strategic Management, Finance and Accounting, , Introduction to Marketing
C2	Identify and engage with theories of entrepreneurship, examine different kinds of entrepreneurs and entrepreneurial businesses, and analyse the role that capital plays in shaping the behaviour of organisations	Understanding Entrepreneurship, , Finance and Accounting
C3	Demonstrate a good understanding of different schools of economic thought	Foundations of Economics I and II
C4	Identify and locate different schools of thought on marketing and demonstrate an understanding of core marketing principles	Introduction to Marketing, Marketing Management
C5	Engage with different economic systems and examine how they shape the behaviour of organisations	Understanding Entrepreneurship, Introduction to Economics,

## **Transferable skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Source, review and reference the literature	All modules
D2	Develop essay/report writing and/or presentation skills	All modules
D3	Work independently and manage time	All modules
D4	Develop listening skills, communicate effectively with others and build relationships	All modules
D5	Utilise different decision-making and strategic tools	All Compulsory modules
D6	Conduct oneself in a professional manner	All modules
D7	Use online databases and other resources	All modules
D8	Engage in teamwork and learn to motivate others	All modules
D9	Read critically and evaluate arguments and examples in different sources	Identity, Agency and Environment
D10	Conduct effective investigations to establish and defend focused, persuasive arguments.	Identity, Agency and Environment

Students who successfully complete 240 credits and choose to discontinue their studies and

who are awarded either a Diploma of Higher Education in Management with Entrepreneurship, a Diploma of Higher Education in Management with Economics, or a Diploma of Higher Education in Management with Marketing will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand and engage with different approaches to research, how management-related research is designed, conducted and analysed, and the benefits and shortcomings of different research designs and methods, from attitudinal to experimental	Market Research and Consumer Insights
A2	Identify, analyse and synthesise the different factors that shape entrepreneurial thinking and behaviours (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Behaviour, Entrepreneurial Finance
Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate detailed knowledge of macroeconomic concepts (ECONOMICS PATHWAY ONLY)	Intermediate Macroeconomics
A4	Demonstrate competence in basic mathematical manipulation of economic formulas (ECONOMICS PATHWAY ONLY)	Mathematics for Economics and Business
A5	Demonstrate why and how businesses communicate with consumers, develop relationships with them and influence their decision-making (MARKETING PATHWAY ONLY)	Marketing Communications, Consumer Behaviour
A6	Identify and distinguish between different ways of turning a business idea into a successful economic entity (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Finance

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Comprehend why some entrepreneurs are more successful than others (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Behaviour, Entrepreneurial Finance

B2	Identify basic differences between economic and other discourses of the social sciences (ECONOMICS PATHWAY ONLY)	Economic Reasoning,
B3	Identify and distinguish between different ways of meeting customer demands and/or expanding the customer base (MARKETING PATHWAY ONLY)	,Marketing Communications, Consumer Behaviour,

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand how to contact/interact with research subjects or people from industry and capture/interpret data	Market Research and Consumer Insight, Entrepreneurial Behaviour,
C2	Identify, analyse and apply key principles and concepts of economic theory (ECONOMICS PATHWAY ONLY)	Economic Reasoning
C3	Identify, analyse and apply key principles and concepts of marketing theory (MARKETING AND ENTREPRENEURSHIP PATHWAYS ONLY)	Marketing Communications, Brand Management, Consumer Behaviour, The Entrepreneurial Project
C4	Learn different analytical and statistical techniques	Market Research and Consumer Insight
C5	Identify, analyse and apply key principles and concepts of entrepreneurship theory (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Behaviour, Entrepreneurial Finance

### Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop a research proposal	Market Research and Consumer Insight
D2	Coordinate and manage a number of group projects at the same time, and delegate responsibilities (ENTREPRENEURSHIP AND MARKETING PATHWAYS ONLY)	Entrepreneurial Finance, Marketing Communications,
D3	Learn how to collect, analyse, manipulate and present data	Market Research and Consumer Insight, Entrepreneurial Finance

D4	Apply economic principles, reasoning and operations to solve economic problems and policy-related issues (ECONOMICS PATHWAY ONLY)	Economic Reasoning, Mathematics for Economics and Business
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Students who successfully complete 360 credits and who are awarded either the BSc (Hons) Management with Entrepreneurship, BSc (Hons) Management with Economics or BSc (Hons) Management with Marketing, in addition to the learning outcomes stated above, will be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand how organisations respond to change, and the future of management in organisations	All management modules
A2	Critically evaluate assumptions, abstract concepts and evidence related to markets, customers, finance, management and the development of people, resources, communications, strategies, and their inter-relationships	All management modules
A3	Synthesise and describe theories of management and leadership, factors behind the successes and failures of managers and organisations more broadly, and the characteristics of the organisational and social structures within which they work	All management modules
A4	Consolidate and analyse the different challenges managers face within their organisations at home, and in dealing with external organisations at home or abroad	Leadership and Talent Management, International Business
A5	Use and interpret quantitative and qualitative investigations and appreciate the limitations of each	The Research Project
A6	Explain how entrepreneurs and/or managers acquire, sustain and utilise resources for business development	Leadership and Talent Management, Entrepreneurial Management and Growth



<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A7	Demonstrate a systematic understanding of economic theory and be able to articulate clear arguments on the strengths, limits and context of economic analysis for understanding the economy and society (ECONOMICS PATHWAY ONLY)	Intermediate Microeconomics, Intermediate Macroeconomics, Manias, Bubbles, Crises and Market Failure, Individual and Institutional Economic Behaviour
A8	Examine different marketing trends and associated key concepts, theories and applications (MARKETING PATHWAY ONLY)	Digital Marketing and Social Media, Marketing Strategy
A9	Critically evaluate different theories of organisational behaviour and development	Organisational Behaviour

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Be able to articulate and employ complex arguments from different schools of thought within the Social Sciences	All level 6 modules
B2	Engage in informed discussion and debate with small groups of peers	All compulsory modules
B3	Link concepts and findings to novel applied problems	All compulsory level 6 modules
B4	Understand and formulate different paths to business growth and innovation (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Management and Growth
B5	Engage with different elements of the marketing mix and articulate the relationships between them (MARKETING PATHWAY ONLY)	Marketing Strategy, Digital Marketing and Social Media
B6	Understand economic behaviour at the level of the individual, organisation and institution, and how interactions across levels shape economic activities (ECONOMICS PATHWAY ONLY)	Intermediate Macroeconomics, Manias, Bubbles, Crises and Market Failure, Individual and Institutional Economic Behaviour, Intermediate Microeconomics

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Utilise different strategic and marketing tools (MARKETING PATHWAY ONLY)	Digital Marketing and Social Media, Marketing Strategy
C2	Devise different marketing strategies and campaigns (MARKETING PATHWAY ONLY)	Digital Marketing and Social Media, Marketing Strategy
C3	Utilise and apply different analytical and/or statistical techniques to one's own research	The Research Project
C4	Define, evaluate and select different strategies for developing and growing businesses (ENTREPRENEURSHIP PATHWAY ONLY)	Entrepreneurial Management and Growth
C5	Use different tools and techniques for analysing consumer behaviour in conditions of certainty and uncertainty (ECONOMICS PATHWAY ONLY)	Intermediate Microeconomics

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Formulate a research question and conduct an independent piece of research relevant to management	The Research Project
D2	Apply the principles of research design to one's own research and in terms of evaluating the research literature	The Research Project
D3	Synthesise review and analyse complex information in a systematic and strategic fashion and present such information to others in an informed and advisory capacity	Entrepreneurial Management and Growth, Marketing Strategy, Digital Marketing and Social Media, Leadership and Talent Management
D4	Present information to different audiences, academic and/or non-	All compulsory level 6 modules

Code	Learning outcome	Taught by the following module(s)
	academic (e.g., members of industry, policy makers)	
D5	Use inductive and/or deductive reasoning to make sense of behaviour at the individual, organisational or institutional level	All compulsory level 6 modules
D6	Develop a business model and prepare a business plan (ENTREPRENEURSHIP PATHWAY ONLY)	The Entrepreneurial Project

## How you will learn

The teaching and learning methods to which students are exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, analysing case studies, seminars, tutorials, summative coursework (essays and reports), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion, group work and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

Students receive feedback on written work (essays and practical reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. During meetings with their module lecturers and personal tutor, students have a further opportunity to receive feedback and academic guidance.

The written and oral feedback serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated.

Detailed criteria for marking bands are provided for students in the Programme Handbook. Students attend lectures in order to provide the background, theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of knowledge related to management and entrepreneurship.

## How you will be assessed

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) a formative or summative essay or business report for taught modules, (3) presentations (4) MCQ exams (5) Take home exams and (6) posters.

Coursework (e.g., essays, business reports) serves a formative and a summative assessment function for all compulsory modules. Examinations for IMS-based modules are unseen written papers, take home exams or MCQ. The assessment reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. That includes analytical, theoretical, and written skills, reflected in the essays and exams, as well as practical and project management skills, reflected in the business reports, case studies, and presentations.

### Coursework feedback

Five attributes of students' written work are considered when assigning marks on a 5-point scale (1 = poor; 5 = very good):

For most pieces of coursework (other than presentations):

1. Answer (Does the coursework address the question/issue or meet the assigned aims and keep on topic? Is there a comprehensive understanding of the topic?)
2. Structure (Is the structure clear and material presented in a well argued, coherent and synthesised manner?)
3. Writing Style (Is the writing fluent and of a good standard with few errors in spelling, punctuation or grammar?)
4. Level of Reading (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)
5. Quality of Referencing (Is the work appropriately sourced? Are the references well formatted and written up accurately and consistently?)

For presentations:

1. Intellectual Qualities Expressed (Is there a comprehensive understanding of the topic? Are the key points well communicated? Are any questions about the presentation addressed in a clear and thoughtful manner?)

2. Structure (Does the presentation flow well and is it presented in a coherent and well synthesised manner?)
3. Communication Style (Is the presentation well rehearsed? Is it stimulating? Is it audible? Do students keep to time?)
4. Quality of Presentation (Are the slides relevant, well prepared and of good quality?)
5. Level of Reading (Is the topic well researched and supported? Is there evidence of using a range of high quality sources?)

The assessment chosen reflects the skills students will need to have learnt upon completion of the module (i.e. the learning outcomes), with a specific focus on increasing the employability of students. Analytical, theoretical, and written skills, which are useful for most academic and non-academic occupations are reflected in the essay and exam; practical and project management skills, which are increasingly sought after by employers, are reflected in the business report, dissertation, group projects, and case studies. The final year project is the most explicit form of evidence to demonstrate that a student is able to self-motivate, work on, and see through a long-term project by him/herself.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

## Marking criteria

Mark	Description	Generic Grading Descriptors	Specific Grading/Marking Criteria
0%	Non-submission or academic misconduct	A categorical mark representing either the failure to submit an assessment or a mark assigned in case of academic misconduct.	0% is a non-submission or the mark that will usually be given to an assessment subject to academic misconduct.
1-9%	Very Bad Fail	A submission that does not attempt to address the specified learning outcomes.	Not a Valid Attempt (1-9%). This is typically awarded to an answer that does not attempt to address the topic or question.
10-39%	Fail	Represents a significant overall failure to achieve the appropriate learning outcomes.	<p>Work given a fail mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Fail to address the topic or answer the question;</li> <li>b. Lack a structure or framework;</li> <li>c. Fail repeatedly to relate statements to each other;</li> <li>d. Lack a line of argument;</li> <li>e. Fail to use evidence to support claims that are made.</li> </ol> <p>10-24% is a significant failure to achieve</p>

			<p>learning outcomes but is deemed a valid attempt. Marks in this band might be awarded to an answer that shows that the student has attended relevant lectures, even if there is little in the answer that is of direct relevance to the question.</p> <p>25-39% represents an overall failure to achieve the learning outcomes of the module. Marks in this band might be awarded to an answer that contains some indication that the student can recall having heard or read something relevant to the question.</p>
40-49%	Threshold III: Third	Represents the overall achievement of the appropriate learning outcomes to a threshold level (honours).	<p>Work awarded a third class mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Address the topic or question by reproducing material that is only partly relevant;</li> <li>b. Have an unclear or illogical structure or framework;</li> <li>c. Present relationships between statements that are often difficult to recognise;</li> <li>d. Have a poor quality line of argument;</li> <li>e. Make poor use of evidence to support most claims.</li> </ol> <p>At a minimum, a third class piece of work must contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures have been attended, and/or some recommended reading has been read; however, the reproduction of this material is either scant or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lacks structure, argument, and evidential support.</p>
50-59%	Good Ilii: Lower Second	Represents the overall achievement of the appropriate learning outcomes to a good level.	<p>Work awarded a lower second class mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Present relevant material without using it to address the question or issue in a precise way;</li> <li>b. Have a structure, but one that is vague and/or illogical;</li> </ol>

			<ul style="list-style-type: none"> <li>c. Present relationships between statements that are sometimes difficult to recognise;</li> <li>d. Have a reasonable line of argument;</li> <li>e. Tend to make claims with some but not sufficient supporting evidence.</li> </ul> <p>At minimum, a lower second class piece of work must show that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded according to how accurately the material is handled, the relevance of the material that is presented, and the clarity of the writing. Thus, a good lower second is likely to reproduce material that is relevant to the essay topic or question with reasonable accuracy, and to structure that material clearly. It is principally distinguished from an upper second by not going much beyond what was presented in lectures or what is available in recommended reading.</p>
60-69%	Very good Ili: Upper Second	Represents the overall achievement of the appropriate learning outcomes to a very good level.	<p>Work awarded an upper second mark is likely to:</p> <ul style="list-style-type: none"> <li>a. Address the topic or answer question;</li> <li>b. Have a logical structure;</li> <li>c. Have relationships between statements that are generally easy to follow;</li> <li>d. Have a good quality line of argument;</li> <li>e. Support claims by reference to relevant literature.</li> </ul> <p>At minimum, an upper second class piece of work must answer the question or address the issue concerned, be clearly written, and show signs that the student has read beyond the basic source material. For lecture-based assessments, this usually means going beyond what was presented in the lectures themselves; for work that is not lecture-based, this means going beyond basic recommended reading. A top upper second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a</p>

			broader range of material.
70-79%	Excellent I: First	Represents the overall achievement of the appropriate learning outcomes to an excellent level.	<p>Work assigned a first class mark is likely to:</p> <ol style="list-style-type: none"> <li>a. Address the topic in an explicit manner;</li> <li>b. Have a logical, clear and well-delineated structure;</li> <li>c. Have relationships between statements that are very easy to recognise;</li> <li>d. Have an excellent or original line of argument that is easily followed;</li> <li>e. Give wide-ranging and appropriate evidential support for claims.</li> </ol> <p>At minimum, a first class piece of work needs to answer the question or address the issue concerned, be well-constructed, and show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence. Thus, a good First has to be very well written, develop an argument that is original, and draw on a wide range of material.</p>
80-90%	Outstanding I: First	Represents the overall achievement of the appropriate learning outcomes to an outstanding level.	Work assigned an Outstanding First will meet all of the suggested achievements of an Excellent First at an outstanding level.
90-100%	Exceptional I: First	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.	Work assigned an Exceptional First will meet all of the suggested achievements of an Excellent First at an exceptionally accomplished level.

## How the programme is structured

Each year on the programme makes up 120 of the total 360 credits for a full degree.

At level 4, all students on the BSc Management with Specialist Pathways will undertake the same modules that introduce them to the field of Management. These modules also provide students with a firm understanding of the key concepts and theories that make up each of the three Pathways in Entrepreneurship, Economics and Marketing. These six compulsory modules include Strategic Management, Foundations of Economics I and II, Understanding Entrepreneurship, , Introduction to Marketing, Finance and Accounting and Identity, Agency



and Environment. With the exception of Foundations of Economics I and II (worth 30 credits) and Identity, Agency and Environment, all modules are worth 15 credits.

At level 5, students will acquire more in-depth knowledge of analytical methods, and Specialist areas, and a greater appreciation for different and critical approaches to the Social Sciences through their optional modules, taken from a selection provided by five other departments at Goldsmiths (History, Psychology, Sociology, Politics, Anthropology). That is, all students on the BSc Management with Specialist Pathways will undertake three compulsory modules, My Career Strategy, Method for Market Research and Consumer Insight, which builds on Identity, Agency and Environment II, where students learn to formulate research questions, Social Change Project (worth 15 credits each), and the Goldsmiths' Elective (worth 15 credits) as well as an Optional Module (15 credits) from an approved list provided by the IMS and/or other departments. Each Pathway also provides an additional 45 credits from the chosen Specialist area. For students on the Entrepreneurship Pathway these modules include Developing Business Ideas and Opportunities, Entrepreneurial Behaviour (15 credits). For students on the Economics Pathway these modules include, Mathematics for Economics and Business (30 Credits) and Economic Reasoning (15 credits). For students on the Marketing Pathway these include Marketing Management, Marketing Communications and Consumer Behavior (worth 15 credits each).

At level 6, students will be able to consolidate and critique the knowledge they have acquired, in terms of concepts and theories in Management, Specialist areas and across optional subjects, and be able to apply these to real world management issues and a research project (a dissertation). All students on the BSc Management with Specialist Pathways will, at this level, undertake three compulsory management modules, Leadership and Talent Management, Organisational Behaviour and International Business (worth 15 credits each), and optional modules (worth 30 credits) from an approved list provided by the IMS and/or the five other departments or take the Research Project. The Research Project builds on the research skills developed in both Identity, Agency and Environment in year 1 and Method for Market Research and Consumer Insight in year 2. After this, at level 6, each Pathway provides an additional 45 credits from the chosen Specialist area. For students on the Entrepreneurship Pathway these modules include the Entrepreneurial project (30 credits) and Entrepreneurial Management and Growth (15 credits). For students on the Economics Pathway these modules include Intermediate Microeconomics, Intermediate Macroeconomics, Manias, Bubbles, Crises and Market Failure or Individual and Institutional Economic Behavior (worth 15 credits each). For students on the Marketing Pathway these modules include Brand Management, Marketing Strategy and Digital Marketing and Social Media (worth 15 credits each).

Students will be enrolled onto a specific pathway, with its own Columbus code, but will be able to transfer from one pathway to another by completing a Change of Programme Form towards the end of their 1st year and after meeting with either HoD/Senior Tutor or the programme director who will approve the change. This is an established mechanism at Goldsmiths for students to change their curriculum. This has now been noted in the programme specification.

## Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Strategic Management	IM51006E	15	4	Compulsory	1
Foundations of Economics 1: Theories	IM51017B	15	4	Compulsory	1
Foundations of Economics 2: Business Applications	IM51020A	15	4	Compulsory	2
Understanding Entrepreneurship	IM51008A	15	4	Compulsory	1
Introduction to Marketing	IM51014A	15	4	Compulsory	1
Finance and Accounting	IM51005B	15	4	Compulsory	2
Identity, Agency and Environment	CC51001A	15	4	Compulsory	1
Identity, Agency and Environment	CC51002A	15	4	Compulsory	2

## Academic year of study 2 BSc Management with Entrepreneurship

Module Name	Module Code	Credits	Level	Module Type	Term
Entrepreneurial Finance	IM52023A	15	5	Compulsory	1
Entrepreneurial Behaviour	IM52012A	15	5	Compulsory	2
Developing Business Ideas and Opportunities	TBC	15	5	Compulsory	1
Method for Market Research and Consumer Insight	IM52019C	30	5	Compulsory	1-2
My Career Strategy	IM52022B	15	5	Compulsory	1
Optional Module	Various	15	5	Compulsory	2
Goldsmiths Elective	Various	15	5	Compulsory	1

## Academic year of study 2 BSc Management with Economics

Module Name	Module Code	Credits	Level	Module Type	Term
Mathematics for Economics and Business	IM52014B	30	5	Compulsory	1-2
Economic Reasoning	IM52013A	15	5	Compulsory	1
Market Research and Consumer Insight	IM52019C	30	5	Compulsory	1-2
My Career Strategy	IM52022B	15	5	Compulsory	1
Optional Module	Various	15	5	Compulsory	2
Goldsmiths Elective	Various	15	5	Compulsory	1

## Academic year of study 2 BSc Management with Marketing

Module Name	Module Code	Credits	Level	Module Type	Term
Marketing Communications	IM52017A	15	5	Compulsory	2
Consumer Behaviour	IM52005A	15	5	Compulsory	1
Marketing Management	IM51015A	15	5	Compulsory	2
Market Research and Consumer Insight	IM52019C	30	5	Compulsory	1-2
My Career Strategy	IM52022B	15	5	Compulsory	1
Optional Module	Various	15	5	Compulsory	2
Goldsmiths Elective	Various	15	5	Compulsory	1

## Academic year of study 3 BSc Management with Entrepreneurship

Module Name	Module Code	Credits	Level	Module Type	Term
Leadership and Talent Management	IM53003B	15	6	Compulsory	1
International Business	IM53023A	15	6	Compulsory	2
Organisational Behaviour	TBC	15	6	Compulsory	1
The Entrepreneurial Project	IM52024A	30	6	Compulsory	1-2
Entrepreneurial Management and Growth	IM53022A	15	6	Compulsory	2
The Research Project OR two optional Modules	Various	30	6	Optional	1-2

## Academic year of study 3 BSc Management with Economics

Module Name	Module Code	Credits	Level	Module Type	Term
Leadership and Talent Management	IM53003B	15	6	Compulsory	1
Organisational Behaviour	TBC	15	6	Compulsory	1
Intermediate Microeconomics	IM53024A	15	6	Compulsory	1
Intermediate Macroeconomics	IM53034A	15	6	Compulsory	2
International Business	IM53023A	15	6	Compulsory	2
Individual and Institutional Economic Behaviour OR	IM53015A	15	6	Compulsory	2
Manias, Bubbles, Crises and Market Failure	IM53014A	15	6	Compulsory	2
OR Gender, Race and Economic Relations	IM53041A	15	6	Compulsory	2
The Research Project OR two optional Modules	Various	30	6	Optional	1-2

## Academic year of study 3 BSc Management with Marketing

Module Name	Module Code	Credits	Level	Module Type	Term
Leadership and Talent Management	IM53003B	15	6	Compulsory	1
International Business	IM53023A	15	6	Compulsory	2
Organisational Behaviour	TBC	15	6	Compulsory	1
Marketing Strategy	IM53005A	15	6	Compulsory	
Brand Management	TBC	15	6	Compulsory	2
The Research Project OR two optional Modules	Various	30	6	Compulsory	1-2
Digital Marketing and Social Media	IM53025A	15	6	Compulsory	

**Note: One of the optional modules in Y3 is the Work Placement Module, worth 15 credits.**

### Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen

discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Students will be able to take a Work Placement Module in the Summer months following their second year worth 15 credits, which will count towards their optional modules in year three. This module is run jointly by the Careers Office at Goldsmiths and the IMS department both of which have valuable links with employers that may be used for this purpose. Many of our modules also welcome visiting speakers from industry as well, or through the assessment, compel students to make their own linkages with organisations and potential employers, thereby enhancing their employability prospects. We also work with Careers and colleagues with the IMS to run a number of workshops for our BSc students throughout their three years (e.g., on interviewing skills, personality/careers assessments, confidence building, leadership skills) which will also enhance their employability.

In addition, students will be taking the "My Career Strategy" module in Y2, which aims to help them develop a career plan and prepare for their employment search.

Goldsmiths Graduate Attributes:

Following discussions around the unique character of Goldsmiths and by engaging students in Personal Development Planning, we have formulated the attributes that we believe are

characteristic of the Goldsmiths Management (BSc) Graduate. Our values, our ways of thinking, the range and mix of disciplines, with a focus on business and creativity in its broadest sense, coupled with our approaches to learning, teaching and assessment allow students to develop beyond the narrow confines of 'academic' capability.

As a result of fully participating in life at Goldsmiths, our graduates will:

1. Have developed knowledge and understanding appropriate to the level of their programme and their chosen discipline(s);
2. Have developed distinctive strengths, skills and particular areas of interest within their disciplines;
3. Have developed core skills in literacy, communication and information technology;
4. Be able to take responsibility for their academic, career and personal development whilst at Goldsmiths and beyond;
5. Be critical and self-reflective thinkers;
6. Be imaginative and creative and willing to take risks and where necessary to engage in constructive, informed and critical challenges to orthodoxy;
7. Be flexible, adaptable, able to manage change and work effectively in a variety of contexts individually and collaboratively;
8. Be enterprising and resourceful with the knowledge and skills to secure appropriate employment, effectively manage their career and maintain lifetime job satisfaction;
9. Have developed personally in ways which will enrich their lives and encourage them take an active and responsible role in public life equipped with an awareness of broader world issues and a sense of their own role as a world citizen. In particular, we will encourage all of our students to respect and value diversity.

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **Specific programme costs**

Not applicable.