

BSc (Hons) 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) Marketing**Name of Interim Exit Award(s):**

Certificate of Higher Education in Marketing

Diploma of Higher Education in Marketing

Duration of Programme: 3 years full-time**UCAS Code(s):** N500**HECoS Code(s):** (100075) Marketing**QAA Benchmark Group:** Business and Management**FHEQ Level of Award:** Level 6**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** June 2023**Home Department:** Institute of Management Studies**Department(s) which will also be involved in teaching part of the programme:**

Anthropology; Psychology; Sociology

Programme overview

The BSc in Marketing is a three-year full-time degree that not only equips students with a practical and theoretical understanding of Marketing, but also makes them aware of social, anthropological, cultural, and psychological issues within marketing practice. The structure of the BSc in Marketing degree unites two strengths first, meeting the educational requirements of a Marketing and Business undergraduate degree (as specified by the subject benchmark statement in Business and Management by the Quality Assurance Agency for Higher Education, 2019), and second, it integrates different disciplines within the university to provide students with interdisciplinary perspective on Marketing theory and practice.

The degree will be composed of three types of modules:

1. Marketing: These modules are aimed at providing students with the foundations of marketing theory and practice in areas such as product development, service design,

promotion and advertising, brand management, consumer behaviour, market strategy, market research (qualitative and quantitative), data analytics, and digital marketing.

2. Economics and Management: These modules will introduce students to management theory and practice, organisational behaviour, and economics, all of which set an important context in which marketing functions within organisations. Thus, this BSc aims to familiarise students with how a company works, and how marketing decisions are part of the strategy of a company. Furthermore, marketing actions are closely linked to economic theories such as demand, supply, pricing, and legal constraints.

3. Social Sciences: Marketing research and practice are heavily informed by the social sciences in general, especially by psychology, anthropology, and sociology. Very often, successful marketing practitioners have backgrounds in one of these subjects. These are also disciplines in which Goldsmiths has a solid reputation and expertise. As a result, an interdisciplinary approach is an important and, indeed, a unique selling point of our proposed programme. Thus, we will allow (and, indeed, encourage) students to undertake interdisciplinary training through the offer of option modules within the IMS and more generally, across Goldsmiths.

Programme entry requirements

A-level: BBB

BTEC: DDM

IB: 33 Points, HL655

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules;

Applicants 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

This BSc (Hons) Marketing aims to provide students with a theoretical and practical understanding of the field of Marketing. Together with an extensive knowledge of marketing theory and practice, in this programme students will learn key economic, management and social science (psychology, sociology and anthropology) topics in order to be able to contextualise and operationalise marketing within organisations, markets, and general society. This programme aims to provide students with the tools to become marketing managers within small, medium or large size organisations, market researchers, campaign

managers, account managers within marketing agencies, advertisers, media planners, social media and content managers, or academics.

The programme content encompasses the requirements outlined by the subject benchmark statement in Business and Management (The Quality Assurance Agency for Higher Education, 2019). As such, it ensures students an equal footing vis-à-vis graduates from other institutions, whilst still giving them an interdisciplinary analysis (with consequent implications for practice) of the discipline. Overall, this programme aims to:

- Provide students with cutting edge content in marketing, management, and encouraging students to develop a critical understanding of these topics.
- Encourage the application of these theoretical concepts to practice.
- Emphasise the role of consumers as central figure within the marketing process.
- Complement marketing knowledge with a solid background in Social Sciences, to better understand marketing practices, in general, and at the consumer level.
- Provide students with research and strategic tools to make informed decisions within the marketing environment.

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a systematic understanding of what marketing is, and how marketing works within organisations and within the general economy	Introduction to Marketing, Marketing Management, Strategic Management, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
A2	Identify and apply basic marketing, management and economics concepts	Introduction to Marketing, Marketing Management, Professional and Academic skills for Marketing, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a critical understanding of the importance of social sciences in approaching marketing related issues	Introduction to Marketing, Identity, Agency and Environment 1, and Identity, Agency and Environment 2
B2	Interpret the internal and external environment and apply this knowledge to different markets and organisations	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 2, Strategic Management, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Identify and discuss different schools of thought on marketing and demonstrate an understanding of core marketing principles	Introduction to Marketing and Marketing Management
C2	Conduct internal and external organisational and market analyses	Strategic Management, Finance and Accounting, and Identity, Agency and Environment 2
C3	Demonstrate an understanding of different schools of economic thought	Foundations of Economics 1: Theories and Foundations of Economics 2: Business Applications
C4	Demonstrate the limits and potentials of economic/marketing analysis in solving social problems	Identity, Agency and Environment 1 and Identity, Agency and Environment 2

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Research: source, review and reference data and literature to effectively support claims	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D2	Writing: convey one's thoughts, ideas, information, or any message through a well-constructed text	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D3	Self-management: work independently and manage time	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D4	Communication: develop listening skills, communicate effectively with others, and build relationships	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D5	Digital literacy: use information and communication technologies to find, evaluate, create, and communicate information	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management, Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D6	Critical thinking / Questioning the status quo: read critically and evaluate arguments, engaging in reflective and independent thinking	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, Identity, Agency and Environment 2, Strategic Management,

Code	Learning outcome	Taught by the following module(s)
		Finance and Accounting, Foundations of Economics 1: Theories, and Foundations of Economics 2: Business Applications
D7	Borderless thinking: develop trust on own intuition and ability to use an interdisciplinary approach to find inventive solutions to complex problems	Introduction to Marketing, Marketing Management, Identity, Agency and Environment 1, and Identity, Agency and Environment 2

In addition to the learning outcome described above for the Certificate of Higher Education, students who successfully complete 240 credits and choose to discontinue their studies and who are awarded a Diploma of Higher Education in Marketing will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Recognise the centrality of the consumer within the marketing process	Consumer Behaviour, Methods for Market Research and Consumer Insight, Goldsmiths' Social Change, and Optional Modules
A2	Demonstrate an understanding of current theories of career development and employability	My Career Strategy
A3	Demonstrate why and how businesses communicate with consumers, develop brand relationships with them and influence their decision-making	Marketing Communications and Brand Management
A4	Explain the applicability of research design, sampling, data collection methods, and analysis in marketing and within organisations	Consumer Behaviour and Methods for Market Research and Consumer Insight

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Identify and distinguish different strategies to meet customer demand and/or expanding the customer base	Consumer Behaviour, Marketing Communications, and Brand Management
B2	Appraise how social sciences influence, and contribute to the	Consumer Behaviour, Goldsmiths' Social Change, and Optional modules

Code	Learning outcome	Taught by the following module(s)
	understanding of the marketing process	
B3	Translate qualitative and quantitative data analyses into marketing insights	Methods for Market Research and Consumer Insight
B4	Reflect on key career goals and employability skills	My Career Strategy

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Employ research tools to gather consumer insights	Methods for Market Research and Consumer Insight
C2	Apply different branding, communication, and product strategies in relation to (consumer) target markets	Consumer Behaviour, Marketing Communications, Brand Management, and Methods for Market Research and Consumer Insight
C3	Employ different qualitative and quantitative market and consumer analysis techniques	Methods for Market Research and Consumer Insight
C4	Use social sciences to understand consumers	Consumer Behaviour, Goldsmiths' Social Change, and Optional Modules
C5	Utilise theories of career development and employability to develop a career plan and a personal brand	My Career Strategy
C6	Apply relevant ethical and professional values and codes of conduct to decision-making	Consumer Behaviour, Marketing Communications, Brand Management, Methods for Market Research and Consumer Insight, Goldsmiths' Social Change, and My Career Strategy

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Project management: coordinate group projects and delegate responsibilities	Marketing Communications, Brand Management, My Career Strategy, and Goldsmiths' Social Change
D2	Data analytics: use computer programmes effectively to perform data analysis	Methods for Market Research and Consumer Insight

Code	Learning outcome	Taught by the following module(s)
D3	Problem solving: apply theoretical ideas and concepts as decision-making tools in real-world projects and case studies	Marketing Communications, Brand Management, My Career Strategy, and Goldsmiths' Social Change
D4	Critical thinking / Questioning the status quo: use social sciences to analyse business issues	Consumer Behaviour, Goldsmiths' Social Change, and Optional Modules
D5	Teamwork: work collaboratively and creatively with colleagues with different skillsets and experiences	Marketing Communications, Brand Management, My Career Strategy, and Goldsmiths' Social Change
D6	Communication: communicate complex ideas and concepts effectively to a range of different audiences	Consumer Behaviour, Marketing Communications, Brand Management, Methods for Market Research and Consumer Insight, My Career Strategy, and Goldsmiths' Social Change
D7	Professional agility: modify and adapt behaviours and approaches to better meet challenges	My Career Strategy and Goldsmiths' Social Change

In addition to the learning outcome stated above for the Certificate of Higher Education and the Diploma of Higher Education, students who successfully complete 360 credits and who are awarded the BSc (Hons) Marketing will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Organise and critically evaluate marketing theories and practices	Marketing Strategy, Consumer Culture, Innovation and Product Development, Digital and Social Media Marketing, Optional Modules, and Capstone Options
A2	Recognise and distinguish the latest marketing trends and their influence both on organisations and markets	Digital and Social Media Marketing, Coding and Data Analytics, Consumer Culture, and Innovation and Product Development
A3	Use and interpret qualitative and quantitative investigations and appreciate the limitations of each	Coding and Data Analytics, Consumer Culture, Innovation and Product Development, Optional Modules, and Capstone Options
A4	Analyse the relationship between new product development, the innovation	Innovation and Product Development and Marketing Strategy

Code	Learning outcome	Taught by the following module(s)
	process and the other areas of marketing management	

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Be able to articulate and employ complex arguments from different schools of thought within Social Sciences	Marketing Strategy, Digital Marketing and Social Media, Consumer Culture, Innovation and Product Development, Optional modules, and Capstone Options
B2	Synthesise, critically evaluate, and apply marketing theories to practice	Marketing Strategy, Digital Marketing and Social Media, Innovation and Product Development, and Capstone Options
B3	Appraise marketing problems and propose solutions with the input of social sciences theories	Marketing Strategy, Digital Marketing and Social Media, Consumer Culture, Optional modules, and Capstone Options
B4	Design and apply programming scripts for marketing practice	Coding and Data Analytics

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Use different strategic and marketing tools	Digital Marketing and Social Media, Marketing Strategy, and Innovation and Product Development
C2	Devise and manage different marketing strategies and campaigns	Digital Marketing and Social Media, Marketing Strategy, and Innovation and Product Development
C3	Formulate, design, and conduct market research	Market Strategy, Digital Marketing and Social Media, Coding and Data Analytics, and Capstone Options
C4	Formulate marketing strategies leveraging on social sciences knowledge	Optional Modules, Marketing Strategy, Consumer Culture, Digital Marketing and Social Media, Innovation and Product Development, and Capstone Options

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Commercial acumen: formulate a marketing plan	Marketing Strategy, Innovation and Product Development, and Digital Marketing and Social Media
D2	Data analytics: utilise computer programmes effectively to collect, visualise, and analyse data	Coding and Data Analytics and Digital Marketing and Social Media
D3	Communication: use skilled communication to enhance one's understanding of a topic or context and to engage effectively with academic and/or non-academic (e.g., members of industry, policy makers) audiences	Marketing Strategy, Digital Marketing and Social Media, Innovation and Product Development, Coding and Data Analytics, Consumer Culture, Optional Modules, and Capstone Options
D4	Entrepreneurship: work effectively in groups and problem solve creatively in business simulations	Marketing Strategy and Capstone Options
D5	Self-direction: work independently on a project	Capstone Options
D6	Flexibility and adaptability: adapt to changing circumstances and environments and take on board new ideas and concepts	Marketing Strategy, Digital Marketing and Social Media, Innovation and Product Development, Coding and Data Analytics, Consumer Culture, Optional Modules, and Capstone Options
D7	Innovation and creativity: use imagination to formulate new ideas or to adapt or use existing ideas in a new or unexpected way in order to solve problems	Innovation and Product Development, Marketing Strategy, Digital Marketing and Social Media, Consumer Culture, and Capstone Options

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> <ul style="list-style-type: none"> a. Fail to address the topic or answer the question; b. Lack a structure or framework; c. Fail repeatedly to relate statements to each other; d. Lack a line of argument; e. Fail to use evidence to support claims that are made. <p>10-24% is a significant failure to achieve 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	Work awarded a third class mark is likely to:

		a threshold level (honours).	<ul style="list-style-type: none"> a. Address the topic or question by reproducing material that is only partly relevant; b. Have an unclear or illogical structure or framework; c. Present relationships between statements that are often difficult to recognise; d. Have a poor quality line of argument; e. Make poor use of evidence to support most claims. <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 Iiii: 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> <ul style="list-style-type: none"> a. Present relevant material without using it to address the question or issue in a precise way; b. Have a structure, but one that is vague and/or illogical; c. Present relationships between statements that are sometimes difficult to recognise; d. Have a reasonable line of argument; e. Tend to make claims with some but not sufficient supporting evidence. <p>At minimum, a lower second class piece of work must show that the student has a fair knowledge of the basic material</p>

			<p>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	<p>Represents the overall achievement of the appropriate learning outcomes to a very good level.</p>	<p>Work awarded an upper second mark is likely to:</p> <ol style="list-style-type: none"> a. Address the topic or answer question; b. Have a logical structure; c. Have relationships between statements that are generally easy to follow; d. Have a good quality line of argument; e. Support claims by reference to relevant literature. <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</p>

			of argument, and draw on a 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"> a. Address the topic in an explicit manner; b. Have a logical, clear and well-delineated structure; c. Have relationships between statements that are very easy to recognise; d. Have an excellent or original line of argument that is easily followed; e. Give wide-ranging and appropriate evidential support for claims. <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 of the three year programme constitutes 120 credits, which adds up to a total of 360 credits for a BSc (Hons) degree.

At level 4, all students on the BSc (Hons) Marketing will undertake the same modules that introduce them to the field of general Marketing. These modules not only provide students with a firm understanding of the key concepts, theories and practices within Marketing, but also provide them with foundational knowledge in management, economics and social sciences. Through this multidisciplinary approach, they will be able to contextualise their marketing knowledge within organisations, the economy, and within society. These seven compulsory modules include Strategic Management, Foundations of Economics 1: Theories, Foundations of Economics 2: Business Applications, Introduction to Marketing, Finance and Accounting, Marketing Management, Identity, Agency and Environment 1, and Identity, Agency and Environment 2. All modules are worth 15 credits.

At level 5, students will acquire more in-depth knowledge on the centrality of the consumer within the marketing process, through the compulsory modules (105 credits), and a greater appreciation for different, including critical, approaches to the Social Sciences through the Connected Curriculum and optional modules taken from a selection provided by other departments at Goldsmiths (e.g., Psychology, Sociology, and Anthropology). First, through the module of Consumer Behaviour (15 credits) students learn how consumers make decisions within the marketing environment. The module in Market Research and Consumer Insight (30 credits) provides students with the tools to know more about consumers, and to translate that knowledge into strategic insights. The Brand Management (15 credits) and the Marketing Communications (15 credits) modules provide students with the tools to translate consumer insights into marketing strategies (e.g., product strategies and promotion strategies). The module My Career Strategy (15 credits) encourages students to develop a plan for their career journey and hone their employability skills. Finally, the Goldsmiths' Social Change (15 credits) and the optional modules (15 credits) introduce students to a broader picture of the individual, society and culture which will be beneficial in understanding (and perhaps influencing) consumers in greater depth, so as to, in part, design more effective marketing campaigns.

At level 6, students will be able to consolidate and critique the knowledge they have acquired, in terms of concepts and theories in Marketing, specialist modules and across optional subjects, and be able to apply these to real-world marketing issues; they will also complete a capstone experience. The modules at this level aim at synthesising the knowledge of the previous year, providing a critical perspective, and applying knowledge to marketing practice. First, the module in Marketing Strategy (15 credits) provides an overview of how to bring together the marketing tactics explored at levels 4 and 5 and to integrate them into an organisation's strategy that can also be applied to real-world cases.

Second, the 15-credit optional module in Social Sciences will help students to expand their critical perspective on marketing theory and practice. Third, Consumer Culture (15 credits) helps students to synthesise knowledge acquired from the Social Sciences modules into marketing insights, and it will provide them with a critical perspective on marketing and sustainability. Fourth, the Innovation and Product Development module (15 credits) will present a practical approach to new product development, innovation, and innovation diffusion, and students will encounter the contexts that shape innovation on a micro (within the firm), meso (within an industry/market), and macro (within a country, culture, or global markets) level. Fifth, the modules Digital Marketing and Social Media (15 credits) and Coding and Data Analytics (15 credits) introduce students to the latest trends in marketing. Coding and Data Analytics in particular provides students with foundational programming skills which will improve their employability. Finally, students have the chance to choose a capstone experience that allows them integrate and apply all the knowledge and skills acquired in their previous learning to real-life cases.

Students will choose optional modules at level 5 (year 2) and 6 (year 3) in the Spring term of year 1 and year 2 respectively. In the Spring term of year 2, students will also choose their capstone option to be taken at level 6. Specifically, they will be provided by the department with a handbook which will inform them about the modules available and the process to choose them. They will be also reminded about this through emails sent by the department on the module selection in a timely manner. Furthermore, to help them to take their decisions, the module selection process and the link between these modules and marketing will be explored during the first term module of Introduction to Marketing at level 4 and during My Career Strategy at level 5. Finally, they will be exposed to Social Sciences through the modules of Identity, Agency and Environment 1, Identity, Agency and Environment 2, and Goldsmiths' Social Change, so they can make a more informed decision on which options to choose.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Strategic Management	IM51006E	15	4	Compulsory	1
Introduction to Marketing	IM51014A	15	4	Compulsory	1
Foundations of Economics 1: Theories	IM51017B	15	4	Compulsory	1
Identity, Agency and Environment 1	CC51001A	15	4	Compulsory	1
Finance and Accounting	IM51005B	15	4	Compulsory	2
Marketing Management	IM51015A	15	4	Compulsory	2
Identity, Agency and Environment 2	CC51002A	15	4	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
Foundations of Economics 2: Business Applications	IM51020A	15	4	Compulsory	2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
My Career Strategy	IM52022B	15	5	Compulsory	1
Consumer Behaviour	IM52005A	15	5	Compulsory	1
Marketing Communications	IM52017A	15	5	Compulsory	1
Brand Management	IM52018A	15	5	Compulsory	2
Market Research and Consumer Insight	IM52019B	30	5	Compulsory	1-2
The Goldsmiths' Project	CC52001A	15	5	Compulsory	2
Optional module on the approved list from the IMS or other departments (e.g., Anthropology, Psychology, and Sociology)	Various	15	5	Optional	2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Capstone option from the approved list	Various	30	6	Optional	1-2
Marketing Strategy	IM53005C	15	6	Compulsory	1
Consumer Culture	IM53026A	15	6	Compulsory	1
Digital Marketing and Social Media	IM53025A	15	6	Compulsory	2
Coding and Data Analytics	IM53039A	15	6	Compulsory	2
Innovation and Product Development	IM52016A	15	6	Compulsory	2
Optional module on the approved list from the IMS or other departments (e.g., Anthropology,	Various	15	6	Optional	1-2

Module Title	Module Code	Credits	Level	Module Status	Term
Psychology, and Sociology)					

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 years 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

Employability and potential career opportunities

Students will take the module My Career Strategy at level 5, which will help them develop a career plan and prepare for their employment search. Students will be encouraged to reflect on their skills, motivations, and interests, as well as how to successfully insert themselves into the job market. They will obtain the tools to effectively write CVs, cover letters and application forms, prepare for interviews, develop a professional internet presence, and improve their networking skills. Furthermore, 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 module in year three or their capstone option. 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 practitioner talks and 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.

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 Marketing (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 requirements

Not applicable

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable

Specific programme costs

Not applicable.