

BSc (Hons) Business Management

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: Bsc (Hons) Business Management

Programme Name: Bsc Business Management

Total credit value for programme: 360

Name of Interim Exit Award(s):

Certificate of Higher Education in Business Management

Diploma of Higher Education in Business Management

Duration of Programme: 3 years full time

UCAS Code(s): N200

HECoS Code(s): 10078 Business and Management

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: Institute of Management Studies

Department(s) which will also be involved in teaching part of the programme:

Programme overview

The BSc Business Management is a three-year full-time degree that equips students with a comprehensive theoretical and practical understanding of how business operates. All students on the programme must take compulsory modules in Business and 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 first year of the program provides students with a solid foundation in economics, accounting, finance, strategy, entrepreneurship, and marketing, while Y2 and Y3 provides further specialisation by delving into more advanced topics of business management, such as supply chain management, corporate finance, international business, and equipping students with analytical tools, both quantitative and

qualitative, as well as spreadsheet modelling skills, that are crucial in today's business world.

The degree also exposes students to important topics of ethics in business (social responsibilities of management) and provides an appreciation of technological issues and the strategic business aspects of successful e-commerce companies.

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).

Programme learning outcomes

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 to Business Management.

Students who successfully complete 120 credits that choose to discontinue their studies and are awarded a Certificate of Higher Education in Business 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
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, 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

Code	Learning outcome	Taught by the following module(s)
C1	Carry out internal and external organisational analyses	Strategic Management, Finance and Accounting

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
C4	Identify and locate different schools of thought on marketing and demonstrate an understanding of core marketing principles	Introduction to Marketing
C5	Engage with different economic systems and examine how they shape the behaviour of organisations	Understanding Entrepreneurship, Introduction to Economics

Transferable skills

Code	Learning outcome	Taught by the following module(s)
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	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 Business Management will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand the tools that are used to value investment projects and companies and basic issues involved in firms financing	Corporate Finance
A2	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
A3	Understand the concepts and activities involved in operations and supply chain management	Operations and supply chain management

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Appreciate the limitations and challenges in applying theoretical frameworks of corporate finance to real world situations	Corporate Finance
B2	Learn how to translate both qualitative and quantitative market research output into consumer insight and learn how to structure and write-up large research projects such as the dissertation.	Market Research and Consumer insights
B3	Develop a critical understanding of the models, processes and competencies required in effective operations and supply chain management.	Operations and Supply Chain Management

B4	Examine the broader context in which businesses operate and how it shapes decision-making.	Operations and Supply Chain Management Corporate Finance
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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 Insights My Career Strategy
C2	Develop an internet presence to increase a professional network and develop a career plan	My Career Strategy
C3	Gain an understanding of the role of teams and group dynamics, demonstrating they can work effectively as part of a team and assign tasks appropriately	My Career Strategy
C4	Learn different analytical and statistical techniques	Market Research and Consumer Insight
C5	Develop Communication and Presentation skills	My Career Strategy
C6	Demonstrate key employment search skills such as writing CV, cover letter and application forms, preparing for interviews	My Career Strategy
C7	Demonstrate understanding of current theories of career development and employability	My Career Strategy
C8	Identify and investigate potential problems within business operations and supply chains and recommend solutions based on systematic analyses.	Operations and Supply Chain Management

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Develop a research proposal	Market Research and Consumer Insight
D2	Learn how to collect, analyse, manipulate and present data	Market Research and Consumer Insight Corporate Finance
D3	Consider the role of communication as a professional skill for employability, acquiring an ability to communicate effectively to a range of different audiences	My Career Strategy
D4	Demonstrate academic and transferable skills in project management (your own career), working independently and in groups and written, oral and media communication	My Career Strategy

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	Spreadsheet Modelling for Business
A6	Critically evaluate different theories of organisational behaviour and development	Organisational Behaviour

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 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	Critically evaluate and discuss espoused organizational responses to social responsibility and sustainability	Social Responsibilities of Management

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Utilise and apply different analytical and/or statistical techniques to one's own research	Spreadsheet Modelling for Business. The Research Project
C2	Create, present and justify a tailored, research-informed socially responsible solution	Social Responsibilities of Management
C3	Demonstrate teamworking and personal responsibility within a team to deliver to a deadline	Social Responsibilities of Management

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Synthesise review and analyse complex information in a systematic and strategic fashion and present such information to others in an informed and advisory capacity	Leadership and Talent Management
D2	Present information to different audiences, academic and/or non-academic (e.g., members of industry, policy makers)	All compulsory level 6 modules
D3	Use inductive and/or deductive reasoning to make sense of behaviour at the individual, organisational or institutional level	All compulsory level 6 modules
D4	Apply spreadsheet modelling to ask appropriate questions and determine accurate and actionable answers that solve real business problems, carrying out testing to ensure the spreadsheet model is appropriate.	Spreadsheet Modelling for Business

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

- wellsynthesised 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> <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 a threshold level (honours).	<p>Work awarded a third class mark is likely to:</p> <ul style="list-style-type: none"> a. Address the topic or question by reproducing material that is only partly relevant;

			<ul style="list-style-type: none"> 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 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> <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</p>

			<p>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 broader range of material.</p>
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</p>

			that is original, and draw on a wide range of material.
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.

Programme structure

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

Module Name	Module Code	Credits	Level	Module Type	Term
Method for Market Research and Consumer Insight	IM52019C	30	5	Compulsory	1-2
My Career Strategy	IM52022B	15	5	Compulsory	1

Module Name	Module Code	Credits	Level	Module Type	Term
Business in the Digital Economy	TBC	15	5	Compulsory	2
Goldsmiths Elective	Various	15	5	Compulsory	1
Operations and Supply Chain Management	TBC	15	5	Compulsory	2
Corporate Finance	IM52030A	15	5	Compulsory	1
Optional Module	Various	15	5	Optional	2

Academic year of study 3

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
Social Responsibilities of Management	IM53040A	15	6	Compulsory	2
Spreadsheet Modelling for Business	TBC	15	6	Compulsory	
Innovation Case studies	IM53000A	15	6	Compulsory	1
The Research Project OR two optional Modules	Various	30	6	Compulsory	1-2

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.

Placement opportunities

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.

Employability and potential career opportunities

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.

In addition, 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.

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