

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: July 2020

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 forces: 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, 2015), 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), 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 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, 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, 2015). 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.

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 contribute to the overall learning outcomes of the programme. Reaching these learning objectives will enable students to synthesise their knowledge of Marketing 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 different Marketing areas.

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	All the modules of the first year
A2	Understand basic marketing, management and economics terminology	All the modules of the first year

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, Perspective from the Social Sciences, Professional and Academic skills in Marketing
B2	Interpret the internal and external environment and apply this knowledge to different markets and organisations	Introduction to Marketing, Marketing Management, Professional and Academic skills in Marketing, Organisations and Organisational Strategy, and Foundations of Economics

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, Marketing Management
C2	Conduct internal and external organisational and market analyses	Organisations and Organisational Strategy, Finance and Accounting, Professional and Academic skills in Marketing
C3	Demonstrate an understanding of different schools of economic thought	Foundations of Economics
C4	Demonstrate the limits and potentials of economic/marketing analysis in solving social problems	Perspectives from the Social Sciences

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

Code	Learning outcome	Taught by the following module(s)
D4	Develop listening skills, communicate effectively with others and build relationships	All modules
D5	Use online databases and other resources	All modules
D6	Engage in teamwork and learn to motivate others	All modules

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, Market Research and Consumer Insight, Option Modules
A2	Illustrate the relationship between new product development, the innovation process and the other areas of marketing management.	Product Innovation and Management
A3	Demonstrate why and how businesses communicate with consumers, develop brand relationships with them and influence their decision-making	Marketing Communications, Brand Management

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, Product Innovation and Management, Marketing Communications, and Brand Management
B2	Appraise how social sciences influence, and contribute to the understanding of the marketing process	Optional modules
B3	Translate qualitative and quantitative data analyses into marketing insights	Marketing Research and Consumer Insight

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply research tools to gather consumer insights	Marketing Research and Consumer Insight
C2	Apply different branding, communication and product strategies in relation to (consumer) target markets	Consumer Behaviour, Product Innovation and Management, Marketing Communications, and Brand Management, Marketing Research and Consumer Insight
C3	Learn different qualitative and quantitative market and consumer analysis techniques	Marketing Research and Consumer Insight
C4	Apply social sciences to understand consumers	Optional Modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Coordinate group projects and delegate responsibilities	Product Innovation and Management, Marketing Communications, and Brand Management, Marketing Research and Consumer Insight
D2	Use computer programming effectively to perform data analysis	Market Research and Consumer Insight
D3	Utilise case studies as decision-making tools	Product Innovation and Management, Marketing, Communications, and Brand Management
D4	Use social sciences to analyse business topics	Optional Modules

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, Option Modules

Code	Learning outcome	Taught by the following module(s)
A2	Recognise and distinguish the latest marketing trends and their influence both on organisations and markets	Digital and Social Media Marketing, Coding for Marketers, Consumer Culture
A3	Use and interpret qualitative and quantitative investigations and appreciate the limitations of each	Dissertation

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	Option modules at level 6
B2	Synthesise, critically evaluate and apply marketing theories to practice	Marketing Strategy, Consumer Culture
B3	Appraise marketing problems and propose solutions with the input of social sciences theories	All modules at level 6 (especially Consumer Culture)

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
C2	Devise and manage different marketing strategies and campaigns	Digital Marketing and Social Media, Marketing Strategy, Coding for Marketers
C3	Formulate, design and conduct market research	Dissertation, Market Strategy, Digital Marketing and Social Media, Coding for Marketers
C4	Formulate marketing strategies leveraging on social sciences knowledge	Optional Modules, Marketing Strategy, Consumer Culture

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Formulate a Marketing Plan	Marketing Strategy
D2	Formulate a research question and construct an independent piece of research	Dissertation

Code	Learning outcome	Taught by the following module(s)
D3	Present information to different audiences: academic and/or non-academic (e.g. members of industry, policy makers)	Professional and Academic skills in Marketing, Marketing Communications, Brand management and all compulsory and optional modules at level 6
D4	Work effectively in groups in business simulations	Marketing Strategy
D5	Work independently on a research project	Dissertation

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 are exposed to a range of teaching/learning methods such as formal lectures, seminars, workshops, tutorials, summative coursework (essays, presentations, reports, individual reflections, case studies), including independent and group-based research projects, and formative assessment (i.e. in-class presentations, case study discussion and on-line quizzes).

Formal lectures are integral to the acquisition of subject specific knowledge, understanding and the development of certain skills, 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 coursework and presentations in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work. More specific evaluation criteria are provided in the section below. During meetings with their course 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 students and 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 and is indicated here in the programme specification document. 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 marketing.

The assessment chosen reflects the skills students will need to have learned upon completion of the course (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 coursework, particularly essays and exams; practical and project management skills, which are increasingly sought after by employers, are reflected in business reports or simulations, dissertation, individual/group projects, individual reflections 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.

How you will be assessed

The learning outcomes are assessed by a variety of means: (1) Unseen examination papers in May/June; (2) coursework in the form of essays, case studies, individual reflections or projects, group projects/reports; and (3) presentations. In the final year, (4) students conduct a large piece of empirical research in the form of a Research Project. The assessment across the different modules is diverse and innovative with a mixture of both academic and practically oriented projects. Each piece of assessment is specifically tailored to the unique learning outcomes of the module. Shorter pieces of assessment are employer driven and require students to identify relevant theory and apply such in a concise manner.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>As below. In addition, a high First has to be exceptionally well written, develop an argument that is original, and draw on a wide range of material. Work assigned a First Class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic in an explicit manner 2. Have a logical, clear and well- delineated structure 3. Have relationships between statements that are very easy to recognise 4. Have an excellent or original line of argument that is easily followed 5. 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 (perhaps most crucially) show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence.</p>
70-79%	1st: First (Excellent)	<p>Work assigned a First Class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic in an explicit manner 2. Have a logical, clear and well- defined structure 3. Have an excellent or original line of argument that is easily followed 4. Give wide-ranging and appropriate evidence to support claims <p>At minimum, a first class piece of work needs to answer the question or address the issue concerned, be well-constructed, and, crucially, show evidence of independent reading and thinking. The particularly important qualities are those concerned with structure, argument and evidence.</p>
60-69%	2.1: Upper Second (Very good)	<p>Work awarded an upper second mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic or answer question 2. Have a logical structure 3. Have relationships between statements that are generally easy to follow 4. Have a good quality line of argument 5. Support claims by reference to relevant literature

Mark	Descriptor	Specific Marking Criteria
		<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 high 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>
50-59%	2.2: Lower Second (Good)	<p>Work awarded a lower second class mark is likely to:</p> <ol style="list-style-type: none"> 1. Present relevant material without using it to address the question or issue in a precise way 2. Have a structure, but one that is rather vague and/or illogical 3. Present relationships between statements that are sometimes difficult to recognise 4. Have a reasonable line of argument 5. 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 with reasonable accuracy material that is relevant to the essay topic or question and to structure that material clearly; it is principally distinguished from an upper second by not going beyond what was presented in lectures or what is available in recommended reading.</p>
40-49%	3rd: Third (Pass)	<p>Work awarded a third class mark is likely to:</p> <ol style="list-style-type: none"> 1. Address the topic or question by reproducing material that is only partly relevant 2. Have an unclear or illogical structure or framework 3. Present relationships between statements that are often difficult to recognise 4. Have a poor quality line of argument 5. Make poor use of evidence to support most claims

Mark	Descriptor	Specific Marking Criteria
		At minimum, a third class piece of work must contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures' topic has been identified, and/or some recommended reading has been read; however, the reproduction of this material is either scanty or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lack structure, argument and evidential support.
25-39%	Fail	Work given a fail mark is likely to: <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question 2. Lack a structure or framework 3. Fail repeatedly to relate statements to each other 4. Lack a line of argument 5. Fail to use evidence to support claims that are made 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.
10-24%	Bad fail	Work given a fail mark is likely to: <ol style="list-style-type: none"> 1. Fail to address the topic or answer the question 2. Lack a structure or framework 3. Fail repeatedly to relate statements to each other 3. Lack a line of argument 4. Fail to use evidence to support claims that are made 10-24% is a significant failure to achieve learning outcomes but is deemed a valid attempt.
1-9%	Very bad fail	This is a particularly bad fail and represents an answer that does not attempt to address the topic or question. It shall be deemed a non- valid attempt and will require resubmission.
0%	Non submission or plagiarised	0% is a non-submission or the mark that will usually be given to plagiarised assessment.

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 Organisations and Organisational Strategy, Foundations of Economics, Introduction to Marketing, Finance and Accounting, Marketing Management, Professional and Academic Skills in Marketing, and Perspective from the Social Sciences. With the exception of Foundations of Economics (worth 30 credits), 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 (90 credits), and a greater appreciation for different, including critical, approaches to the Social Sciences through their optional modules, taken from a selection provided by three other departments at Goldsmiths (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 Product Innovation and Management (15 credits), 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). Finally, with the 30 credits options provided by the Psychology, Sociology and Anthropology departments, students are introduced 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 research project that will lead to a dissertation. 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 level 4 and 5 and to integrate them into an organisation's strategy that can also be applied to real world cases. Second, the 30 credits option modules 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 modules in Digital Marketing and Social Media, and

Coding for Marketers introduce students to the latest trends in marketing. Coding for Marketers in particular provides students with foundational programming skills which will improve their employability. Finally, by conducting an applied piece of market research for the Dissertation (30 credits), students have the chance to integrate and apply all the knowledge and skills acquired in their previous learning to real life cases.

Students will choose option modules at level 5 (year 2) and 6 (year 3) in the beginning of the Spring term of year 1 and year 2 respectively. 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. Finally, they will be exposed to Social Sciences through the module of Perspective from the Social Sciences, so they can take a more informed decision on these modules.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Organisations and Organisational Strategy	IM51006D	15	4	Compulsory	1
Introduction to Marketing	IM51014A	15	4	Compulsory	1
Finance and Accounting	IM51005B	15	4	Compulsory	2
Marketing Management	IM51015A	15	4	Compulsory	2
Professional and Academic Skills in Marketing	IM51016B	15	4	Compulsory	2
Perspectives from the Social Sciences	IM51011A	15	4	Compulsory	1
Foundations of Economics	IM51017A	30	4	Compulsory	1-2

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Product Innovation and Management	IM52016B	15	5	Compulsory	1
Consumer Behaviour	IM52005B	15	5	Compulsory	1
Marketing Communications	IM52017A	15	5	Compulsory	2
Brand Management	IM52018A	15	5	Compulsory	2
Market Research and Consumer Insight	IM52019B	30	5	Compulsory	2

Module Title	Module Code	Credits	Level	Module Status	Term
As prescribed in individual module outlines, optional modules to the value of 30 credits from an approved list from other departments (Anthropology, Psychology, and Sociology)	Various	30	5	Optional	1-2

Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Research Dissertation	IM53007B	30	6	Compulsory	1-2
Marketing Strategy	IM53005C	15	6	Compulsory	1
Consumer Culture	IM53026A	15	6	Compulsory	1
Digital Marketing & Social Media	IM53025B	15	6	Compulsory	2
Coding for Marketers	IM53039A	15	6	Compulsory	2
Modules to the value of 30 credits selected from the options below:	Various	30	6	Optional	1-2
Optional modules from an approved list from other departments (Anthropology, Psychology, and Sociology)	Various	15 or 30	6	Optional	1-2
AND/OR optional modules drawn from the IMS list (see the list of the options provided)	Various	15	6	Optional	1-2
AND/OR Work Placement Module	IM53010B	15	6	Optional	Summer

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 [Academic Skills Centre](#) 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.

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.

Employability Statement

BSc Marketing offers a range of employability experiences of varying depth. Goldsmiths has developed the Elements tool to identify what transferable skills students should expect to gain through their student journey.

The key Elements which offer a substantial depth of experience in this programme are Questioning the Status Quo, Borderless Thinking and Professional Agility.

Definition and Location in Programme

The definition of Questioning the Status Quo is: The desire to critically question ideas and concepts, engaging in reflective and independent thinking. In this programme, students can substantially develop this skill in the following modules: Introduction to Marketing; Marketing Management; Perspective from the Social Sciences; Professional and Academic Skills in Marketing; Organisations and Organisational Strategy; Foundations of Economics; Finance and Accounting; Consumer Behaviour; Brand Management; Product Innovation and Management; Marketing Communications; Marketing Research and Consumer Insight; Marketing Strategy; Consumer Culture; Digital and Social Media Marketing; Coding for Marketers; Research Dissertation

The definition of Borderless Thinking is: Trusting of own intuition and able to use an interdisciplinary approach to find inventive solutions to complex problems. In this programme, students can substantially develop this skill in the following modules: Introduction to Marketing; Perspective from the Social Sciences; Professional and Academic

Skills in Marketing; Product Innovation and Management; Marketing Strategy; Consumer Culture.

The definition of Professional Agility is: The capability to modify and adapt behaviours and approaches to better meet challenges. In this programme, students can substantially develop this skill in the following modules: Developing an Employability Strategy; Work Placement

Potential Career Paths

The typical types of career opportunities from this programme using Questioning the Status Quo include, but are not limited to Brand Manager/Digital Brand Manager; E-commerce Marketing Manager; Market Research Analyst; SEO Manager; Account Planner; Content Creator

The types of career opportunities from this programme using Borderless Thinking include, but are not limited to Social Media Manager; Fundraising Manager; Media Buyer, Brand Manager/Digital Brand Manager

The types of career opportunities from this programme using Professional Agility include, but are not limited to Account Manager; PR Manager; Communications Manager; Product Manager

Using Elements to Support Career Planning

In considering career choices, students should reflect on what Elements such career choices might need and build a programme of in curriculum and extra curriculum engagement that allows them to develop these skills and experiences.

Career aspirations may change as students progress through the BSc Marketing programme, so taking time to reflect on a regular basis and speaking to people about career ideas is strongly encouraged.

The condition of the UK labour market will impact on the availability of opportunities in terms of supply and demand, so speaking to people in industry and getting information from the Careers Service can help students keep on track and set realistic goals.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit

value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

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.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).