

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BSC MANAGEMENT WITH MARKETING (N2N5)**

**Section 1 – Introduction to your course**

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BSc Management with Marketing is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits (one module comprises either 15 or 30 national credits).

Management is a broad-based academic subject and a field of study with practical implications offering the chance to develop related personal and technical skills. The aim of a course in Management is not to produce students who are fully-fledged managers, since this can only occur with genuine management experience. The curriculum is based around a progressive 'spine' of mandatory modules, which reflect the variety of perspectives (institutional, comparative, international, critical and strategic) that inform an understanding of Management. The degree structures are progressive, allowing you to move from foundation modules to more critical or specialist modules, while maintaining a flexible set of options. A wide range of modules is offered to ensure that you appreciate the diverse, interdisciplinary nature of management and also gain or reinforce a range of conceptual, technical, quantitative and personal skills.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

*Degree course* – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

*Module* – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	July 2022	Location of study	Egham Campus
Course award and title	BSc Management with Marketing	Level of study	Undergraduate
Course code	1268	UCAS code	N2N5
Year of entry	2023/24		
Awarding body	Royal Holloway, University of London		
Department or school	Business and Management	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	AACSB		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a>

<b>Section 3 – Degree course structure</b>					
<b>3.1 Mandatory module information</b>					
<b>The following table summarises the mandatory modules which students must take in each year of study</b>					
<b>Year</b>	<b>Module code</b>	<b>Module title</b>	<b>Credits</b>	<b>FHEQ level</b>	<b>Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)</b>
1	MN1105	Quantitative Methods	15	4	MC
1	MN1115	Interpreting Management	15	4	MC
1	MN1205	International Business	15	4	MC
1	MN1405	Accounting	15	4	MC
1	MN1505	Foundations in Digital Enterprise	15	4	MC
1	MN1705	Organisation Studies	15	4	MC
1	MN1915	Management First	15	4	MC
2	MN2205	Strategic Management	15	5	MC
2	MN2305	Marketing Strategy in Context	15	5	MNC
2	MN2405	Managerial Accounting	15	5	MC
2	MN2505	Operations Management	15	5	MNC
2	MN2705	Human Resource Management	15	5	MC
2	MN2325	Digital Marketing	15	5	MNC
2	MN2315	Marketing Research	15	5	MNC
3	MN3055	Consumer Behaviour	15	6	MC
3	MN3315	Brands and Branding	15	6	MC

3	MN3325	Global Marketing	15	6	MC
3	MN3455	Advertising and Promotion	15	6	MC
3	MN3915	Business in Context	15	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

### 3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

During stage one, you must choose a module worth 15 credits.

During stage two, you must choose a module worth 15 credits.

During stage three, you must take optional modules to the value of 45 credits, the combination of which will be approved annually by the School.

#### Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the College's Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College

#### Section 5 – Educational aims of the course

The aims of this course are:

- to provide an intellectually challenging and relevant education which will equip students with the analytical competence, knowledge base, critical capabilities, and personal and technical skills required for future roles in business, the public sector, and society and for further study and doctoral research;
- to combine academic and practical insights into the subject of Management within an international and comparative context;
- to reflect the dynamic nature of the business world in the international environment;
- to provide a learning environment informed by the research expertise of academic staff;
- to develop students' lifelong learning skills, and instill and improve a broad range of transferable personal and technical skills;
- to provide for integration between theory and practice by a variety of means including, for example, work-based experience or placement, with input from external business-related visitors.

**Section 6 - Course learning outcomes**

**In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (\*))**

<ol style="list-style-type: none"> <li>1. The discipline of Management as pursued by the School, with an emphasis on the historical, political, cultural, ethical and institutional forces shaping modern business <b>(K)</b>;</li> <li>2. The principal interdisciplinary and comparative perspectives that inform Management theory and practice <b>(K)</b>;</li> <li>3. The organisation, its functions, and the context of business leading to a multifaceted appreciation of the Management discipline <b>(K)</b>;</li> <li>4. How organisations develop and maintain competitive advantage within a changing business environment influenced by economic, political, social, and cultural factors <b>(K)</b>;</li> <li>5. Key managerial functions such as information systems, marketing, human resource management, accounting, operations management <b>(K)</b>;</li> <li>6. The strategic and operational processes by which management plans and coordinates the use of resources with the general objective of securing or maintaining competitive advantage <b>(K)</b>;</li> <li>7. The emergence of the global economy and multinational firms, using various theoretical approaches (economic management, international relations and geo-political) <b>(K)</b>;</li> <li>8. The principles of business statistical calculations and assessment of the results <b>(K)</b>;</li> <li>9. The application of management theory to practical situations, the managerial skills needed in business, and how to deal with practical work-based situations <b>(K)</b>;</li> </ol>	<ol style="list-style-type: none"> <li>10. Capacity to critically apply methodologies in the analysis of management <b>(S)</b>;</li> <li>11. Ability to evaluate theory, research and practice within management <b>(S)</b>;</li> <li>12. Ability to analyse real-life problems facing actual businesses and evaluate the effectiveness and limitations of different management attempts to solve them <b>(S)</b>;</li> <li>13. Effective oral and written communication, including presentation skills <b>(S*)</b>;</li> <li>14. Presentation skills <b>(S*)</b>;</li> <li>15. Personal skills such as effective listening, negotiating and persuasion <b>(S*)</b>;</li> <li>16. Teamworking <b>(S*)</b>;</li> <li>17. Skills in information technology, numeracy, and research <b>(S*)</b>.</li> </ol>
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## Section 7 - Teaching, learning and assessment

Teaching is through a number of means depending on the specific topic or module, but is mostly by lectures, seminars and workshops. Lectures normally cover the essential subject matter, literature review, and provide summaries of the key debates. Seminars or workshops supplement lectures, or allow you the opportunity to practise or acquire a technical or personal skill. They employ a range of approaches, including case studies, discussion, role-plays, one-to-one interactions, question and answer sessions, information technology, or computer-based training. Considerable emphasis is placed on personal study and library work, often in preparation for seminars, workshops and lectures, and modules provide guided reading and indicative bibliography.

Assessment methods vary in accordance with the aims and outcomes of a specific topic or module, but frequently involve a combination of in-module assessment and formal end of year written examinations. In addition group and individual projects, in-module tests, group and individual presentations, reports, quantitative analysis, and essays are all used at some point during the courses. For all assessments except in-module tests, you receive either written or oral feedback.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

## Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

**These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.**

Section 9 – Indicators of quality and standards	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College