

# Programme Specification

## Marketing Track

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> Markets and how they function; how consumers, firms and governments interact;</p> <p><b>A2.</b> Some of the new areas of social marketing and the interrelated areas of corporate social responsibility and marketing ethics;</p> <p><b>A3.</b> The impact of established marketing techniques and practices on the promotion of social well-being and behavioral change;</p> <p><b>A4.</b> Key ethical issues involved in marketing decision-making and the responsibilities of organizations to their stakeholders, including the wider community;</p> <p><b>A5.</b> Elements of marketing and retail management, (such as communications, research and planning) are examined at both a domestic and international level;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments. The key teaching vehicles are supported open learning materials which comprise a range of compulsory reader texts and specially prepared study guides directing student reading and illustrating key teaching points. These are especially adapted for use in Arab countries by removing certain references that would not be appropriate in the Islamic world. Student learning is supported by a tutor, who is the student's first and main point of contact, answering their queries, grading and commenting on their work and facilitating group learning. Students receive face to face tuition for each module (receiving 2 hours per week for a 30-point module).</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises one TMA assignment, one midterm assessment and one</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A6.</b> Competing theoretical perspectives and the assumptions underlying marketing theories;</p> <p><b>A7.</b> How to apply appropriate theories models and concept to marketing problems, event, and processes;</p> <p><b>A8.</b> Retail specific management principles, techniques, and functions.</p>	<p>Final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Analyze and interpret market information;</p> <p><b>B2.</b> Integrate and evaluate market information and data from a variety of sources;</p> <p><b>B3.</b> Evaluate marketing theories and use them to explain and analyze social issues and policy questions;</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, and technological skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p>

### 3B. Cognitive skills

**B4.** Integrate diagrammatic and verbal analysis of marketing issues;

In the seven track modules, students are encouraged to develop specified skills. In each module the specific components of the skills are identified, mapping out where each skill will be developed and practised. As the module progresses, these skills are sign-posted and students are offered an opportunity to practise them in association with their work on the module materials. Initially, the module study guides offer students advice and guidance with these activities, but as they progress through each module, the extent of this guidance decreases so as to encourage independent learning

The level 5 data analysis module introduces students to the use of statistics in business and equips them with mathematical and modeling skills appropriate to business.

In the Level 5 marketing modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.

The Level 6 module expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to

### 3B. Cognitive skills

conduct independent research using a variety of databases and websites, and to develop group-working skills.

Other more discipline-specific skills will be developed and assessed in the marketing, and entrepreneurship, related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.

Assessment of the cognitive skills of the programme is achieved through a combination of continuous assessment and exams. In some modules the examinations include case studies to encourage synthesis of material. In some modules case studies are used in assignments. These assignments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises an assignment, a midterm examination and final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

The principal learning method used in the level 6 marketing module is problem-based. Usually, students encounter a short or long case study. They are expected to make sense of, discuss, analyse, synthesize and evaluate issues and possibilities in the case study. They will do this by applying their existing knowledge and any new knowledge they can gather from the supplied textbooks, journal articles, electronic sources and module participants. They will gain

**3B. Cognitive skills**

knowledge and understanding in the areas of ethics, corporate social responsibility, social marketing, and ethical issues in commercial marketing. The way students are assessed and what they will be assessed on will mirror how they learn and what they learn; the assessment will constitute part of the learning.

**3C. Practical and professional skills**

**Learning outcomes:**

- On completion of the degree, students will be able to:
- C1.** The ability to perform market research and analysis for marketing purposes;
  - C2.** The ability to assess issues associated with operating a business in a retail environment/context;
  - C3.** The ability to work with management in their use of market information for planning and control;
  - C4.** The ability to describe the key elements of a retail business and the retail trading environment;

**Learning and teaching strategy/ assessment methods**

To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. Most assignments require students to undertake internet based research. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.

**3C. Practical and professional skills**

	<p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p> <p>Tutors invite guest speakers from regionally important businesses to come and address students on marketing topics from a practical/market point of view. Branches organise students to visit local businesses to increase their understanding of key business issues in the region, and to participate in training sessions.</p>
--	--

**3D. Key/transferable skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p><b>D1.</b> Read and construct scale drawings, graphs, charts and diagrams from numerical data; read and interpret large and complex numerical data sets;</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### 3D. Key/transferable skills

**D2.** Calculate measures of average distribution; apply standard formulae; equations and expressions in calculating marketing measures and indicators;

**D3.** Work with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.

The Level 3 module expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.

In order to develop the skills of self reflection and criticality the cognitive skills assessments focus on this area at level 5. Diversity is introduced to students through a truly internationalised selection of cases provided by UK OU materials, additional cases used in tutorials and this is also assessed through the use of such case studies in assignments in some modules.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping them to develop as independent learners. At Level 4 this means helping to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The

### 3D. Key/transferable skills

provision of guest speakers and encouragement to visit organizations in the region also assists in developing this appetite as links are formed between the module and local organizations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the economics discipline, and statistics modules taking them considerably further. Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6. Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment, and final examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to

### 3D. Key/transferable skills

the presentation of assignments; consequently they are assessed throughout the programme both via continuous assessment and examination.

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.