

## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc Marketing and Management with Integrated Foundation Year
Name of interim award(s):	Foundation Certificate (FdCert)
Duration of study / period of registration:	4 years
QMUL programme code / UCAS code(s):	4G45
QAA Benchmark Group:	General Business and Management
FHEQ Level of Award :	Level 6
Programme accredited by:	Chartered Institute of Marketing (CIM)
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

School of Languages, Linguistics & Film

School of Geography

School of Politics and International Relations

Collaborative institution(s) / organisation(s) involved in delivering the programme:

n/a

### Programme outline

The programme combines two existing QM Programmes: the International Foundation Programme (IFP) in Business and Management offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Business and Management's BSc Marketing and Management. The one-year IFP in Business and Management was created as bespoke preparation for SBM degree programmes to provide smoother transition from foundation year to undergraduate study.

The BSc Marketing and Management examines the marketing function, its interaction with the organisation, and the rest of society. At level 4, students study a range of subjects, essential because marketers' work influences and is influenced by the other parts of the organisation, and the broader context. Level 4 includes functional subjects, such as marketing and accounting, as well as more socially oriented subjects, such as business and society.

At level 5 and level 6, students must study four compulsory modules each year, broadly divided between business and managerialist approaches to marketing and critical, consumer society perspectives (including advertising and communications).

To ensure that students are adequately equipped to work with other functions in organisations, the remaining eight modules, four each year, are drawn from the broad choice offered to undergraduates within the School of Business and Management. The content of the modules will be informed by research within the School of Business and Management, with its traditional emphasis on the connections between economic, social, political and cultural aspects of modern business and management.

## Aims of the programme

The Marketing and Management degree with Integrated Foundation Year aims is to provide a comprehensive undergraduate degree which will prepare students for careers in business and public organisations, in particular for students seeking a career in marketing practice, or those who seek to use the lens of marketing to inform policy.

## What will you be expected to achieve?

In the compulsory modules at level 4, 5, and 6 of study, students will be expected to:

- 1) develop an understanding of marketing practice, as applied to business, consumer and political markets;
- 2) develop an understanding of some of the techniques and methods of marketing practice and research.
- 3) develop an understanding of the critiques and debates about the suitability of that practice and the consequences of it for individuals and society.

In the elective modules, students will be expected to develop a range of knowledge and skills that are relevant to the practice and study of management more generally. In keeping with the tradition at the School of Business and Management, these modules have a strong emphasis on the social and political context in which business is practised.

## **Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19**

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	Understand the core theories of mainstream marketing management.
A 2	Be able to critique conventional practice, both in terms of its practical application and social consequences.
A 3	Understand how new social practices or technologies influence marketing practice.
A 4	Develop an understanding theory and practice of marketing communication.

Disciplinary Skills - able to:	
B 1	Understand the technical language of marketing, consumer behaviour and communications.
B 2	Be able to undertake and evaluate basic marketing research.
B 3	Be able to make or guide practical marketing decisions -- such as implementing a marketing plan, deciding a marketing research strategy.
B 4	Be able to communicate effectively (oral and in writing), using a range of media which are widely used in business such as the preparation and presentation of business reports.

Attributes:	
C 1	Apply analytical skills to investigate problems. Identify information needs appropriate to different situations whilst also grasping theoretical principles and practices in the field of marketing.
C 2	Develop knowledge and analytical skills that are transferable into employment. Produce analyses grounded in appropriate marketing theory. Critically evaluate the reliability of different sources of marketing information.
C 3	Acquire new learning in a range of ways, both individually and in collaboration and possess the skills to influence, negotiations and respond appropriately to criticism.

### How will you learn?

The Schools both promote active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

We recognise the value of independent work at final year level for undergraduates. We consider it important to develop the ability of students to undertake basic research through both practical and theoretical means and to develop the ability to write sustained, coherent narratives. In order to enable students to develop their skills we will offer extensive modules requiring independent work using written and presentational skills.

### How will you be assessed?

Modules at level 3 will be assessed by the annual School of Languages, Linguistics and Film exam board. The remaining three years are assessed by the School of Business and Management's Examination Board which considers all student academic profiles and agrees classifications and progression routes. Modules are assessed by a combination of coursework, presentation, in-course tests and a final examination. Clear guidance on coursework requirement is given, emphasising approaches to coursework of various types and how to avoid plagiarism, together with rules and procedures. Examinations are typically of a two hour paper undertaken in the May/June diet of exams. Examination papers will be reviewed by an Internal Moderator and then by External Examiners. All exam papers go through a moderation marking procedure. A selection of first class and failed scripts

together with a representative sample of intermediate scripts are sent to the External examiners for quality control and approval of marks.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme combines two existing QM Programmes: the International Foundation Programme (IFP) in Business and Management offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Business and Management's BSc in Marketing and Management. The one-year IFP in Business and Management was created as bespoke preparation for SBM degree programmes to provide smoother transition from foundation year to undergraduate study.

BSc Marketing and Management with International Foundation Programme is a four year degree in total, taught within the University's modular system.

Each academic year comprises of eight 15 credit modules per year, each of which is normally assessed by a combination of coursework and/or an examination in May/June.

Level 3 students must take 75 credits of compulsory modules and 45 credits of elective modules in the International Foundation Programme.

Progression requirements from level 3 to 4: pass the foundation year, with an average of 60 across semester two modules, a mark of at least 60 % in IFP3018 Management and a mark of at least 60 % in IFP3020 Independent Study Project.

Students must pass 105/120 credits. Resits cannot be carried forward to level 4.

If students pass 105 out of 120 credits at level 3, but fail to achieve the required grades as specified above, they can be offered the FdCert as an exit award.

Level 4 students must take 120 credits of compulsory modules.

Level 5 and level 6 students must take 60 credits of compulsory modules (30 credits Semester 1 and 30 credits Semester 2) and 60 credits of elective modules (30 credits Semester 1 and 30 credits Semester 2).

Any level 6 student wishing to study the BUS314 Dissertation module (30 credits spread evenly across semester 1 & 2) available in the final year, must also study BUS007 Research Methodology at level 5 and must achieve above 60% on the module, and above 65% across all level 5 module assessments.

### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English Language and Study Skills	IFP/IFJ3000	15	3	Compulsory	1	Semester 1
Introduction to Business and Management	IFP/IFJ3015	15	3	Compulsory	1	Semester 1
Applied Mathematics for Business	IFP/IFJ3016	15	3	Compulsory	1	Semester 1
Independent Study Project	IFP/IFJ3020	15	3	Compulsory	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Management	IFP/IFJ3018	15	3	Compulsory	1	Semester 2
Accounting for Business Decisions	IFP/IFJ3017	15	3	Elective	1	Semester 1
Marketing	IFP/IFJ3019	15	3	Elective	1	Semester 2
Twentieth-Century History I	IFP/IFJ3001	15	3	Elective	1	Semester 1
Twentieth-Century History II	IFP/IFJ3002	15	3	Elective	1	Semester 2
Introduction to Politics	IFP/IFJ3003	15	3	Elective	1	Semester 1
Introduction to International Relations	IFP/IFJ3004	15	3	Elective	1	Semester 2
Introduction to Human Geography	IFP/IFJ3005	15	3	Elective	1	Semester 1
The Human Geography of London	IFP/IFJ3006	15	3	Elective	1	Semester 2
Introduction to English Literature	IFP/IFJ3007	15	3	Elective	1	Semester 1
Introduction to American Literature	IFP/IFJ3008	15	3	Elective	1	Semester 2
French Language and Culture I (a) for IFP	IFP4011	15	3	Elective	1	Semester 1
French Language and Culture I (b)	LAN4012	15	3	Elective	1	Semester 2
Spanish Language and Culture I (a)	LAN4021	15	3	Elective	1	Semester 1
Spanish Language and Culture I (b)	LAN4022	15	3	Elective	1	Semester 2
Japanese Language and Culture I (a)	IFP4041	15	3	Elective	1	Semester 1
Japanese Language and Culture I (b)	LAN4042	15	3	Elective	1	Semester 2

Academic Year of Study FT - Year 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Accounting for Business	BUS106	15	4	Compulsory	2	Semester 1
Applied Economics	BUS128	15	4	Compulsory	2	Semester 1
Business in Social and Historical Context	BUS130	15	4	Compulsory	2	Semester 1
Marketing Principles	BUS136	15	4	Compulsory	2	Semester 1
Work and Employment in Context	BUS132	15	4	Compulsory	2	Semester 2
Organisation Studies	BUS133	15	4	Compulsory	2	Semester 2
Quantitative Analysis for Business	BUS135	15	4	Compulsory	2	Semester 2
Fundamentals of Management Studies & Skills	BUS141	15	4	Compulsory	2	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Strategic Marketing	BUS226	15	5	Compulsory	3	Semester 1
Services Marketing	BUS240	15	5	Compulsory	3	Semester 1
Advertising	BUS213	15	5	Compulsory	3	Semester 2
International Marketing	BUS227	15	5	Compulsory	3	Semester 2
Research Methodology	BUS007	15	5	Elective	3	Semester 1
Business Law	BUS205	15	5	Elective	3	Semester 1
Persuasive Strategies in Marketing	BUS220	15	5	Elective	3	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Entrepreneurial Learning	BUS230	15	5	Elective	3	Semester 1
Evidence-Based Management	BUS242	15	5	Elective	3	Semester 1
Creative Industries	BUS233	15	5	Elective	3	Semester 2
Corporations and Social Responsibility	BUS237	15	5	Elective	3	Semester 2
European Business Context	BUS244	15	5	Elective	3	Semester 2
Business Internship Project	BUS351	15	6	Elective	3	Semester 2

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Consumer Psychology	BUS318	15	6	Compulsory	4	Semester 1
Creative Brand Marketing	BUS348	15	6	Compulsory	4	Semester 1
Business to Business and Relationship Marketing	BUS335	15	6	Compulsory	4	Semester 2
Digital Marketing	BUS345	15	6	Compulsory	4	Semester 2
Managing Diversity	BUS305	15	6	Elective	4	Semester 1
Global Supply Chains	BUS326	15	6	Elective	4	Semester 1
Marketing Group Project Involving an External Organisation	BUS347	15	6	Elective	4	Semester 1
Dissertation	BUS314	15	6	Elective	4	Semesters 1 & 2
Innovation & Entrepreneurship	BUS300	15	6	Elective	4	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Business and Social Approaches to Social Media	BUS321	15	6	Elective	4	Semester 2
Business Computing	BUS337	15	6	Elective	4	Semester 2
Social Network Analysis	BUS346	15	6	Elective	4	Semester 2

### What are the entry requirements?

Minimum of IELTS 6.0, with no lower than 5.5 in each element.

#### Academic requirements by country

##### Albania

Maturity Diploma (General Secondary Education)  
An overall mark of 8

##### Algeria

Baccalaureat de l'Enseignement Secondaire  
An overall grade of 'bien'

##### Azerbaijan

Attestat (Certificate of Complete Secondary Education)  
Marks of 4 or above for all subjects

##### Bahrain

Tawjahiya (Secondary School Leaving Certificate)  
80% overall

##### Bangladesh

Higher Secondary Certificate (HSC)  
GPA of 4.0 out of 5.0

##### Brazil

Certificado de Ensino Medio  
An overall average of 7

##### Brunei

Brunei-Cambridge General Certificate of Education Advanced Level (BC-GCE A level) examination  
Grades of C or above for all subjects

##### Bulgaria

Diploma za zavarsheno sredno obrazovanie  
(Diploma of Completed Secondary Education)  
Marks of 5 or above for all subjects

##### China

High School Diploma/'Gāozhōng bìyè wénpíng' or Gāozhōng bìyè Zhèng'  
An overall average of 80

##### Columbia

Bachillerato General

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Grades of C or above for all subjects  
(or marks of 8 or above depending on marking system)

Cyprus  
Greek Cypriot System  
Apolytirion (School Leaving Certificate)  
Marks of 12 or above for all subjects  
Turkish Cypriot System  
Devlet Lise Diploması (State High School Diploma)  
Bitirme Diploması (Private High School Finishing Diploma)  
Marks of 5 or above for all subjects

Czech Republic  
Maturitní Zkouška/Maturita  
Marks of 2 or above for all subjects

Egypt  
Thanaweya A'ama (General Secondary School Certificate Examination)  
80% overall

France  
Baccalauréat General  
An overall average of 11

Greece  
Apolytirion  
Marks of 15 or above for all subjects

Hong Kong  
Hong Kong Diploma of Secondary Education (HKDSE)  
Marks of 4, 3, 3, for core subject English Language + two relevant electives (any combination)

India  
Indian Certificate of Secondary Education (ICSE)  
+ all Central Board of Secondary Education examinations  
60% overall

Iran  
Diplom-Motavasatéh (National High School Diploma)  
An overall average mark of 16

Iraq  
Adadiyah (Sixth Form Baccalaureate)  
80% overall

Italy  
Diploma di esame di Stato conclusivo dei corsi di istruzione  
(formerly Diploma de Maturita)  
65% overall

Japan  
Kotogakko Sotsugyo Shomeisho (Upper Secondary School Leaving Certificate)  
B/4 or above for all subjects

Jordan  
Tawjijihi General Secondary Education Certificate  
80% overall

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Kazakhstan

Attestat/Svidetel' stvo o Srednem Obrazovanii  
(Certificate of Secondary Education)  
Marks of 4 or above for all subjects

Kenya

Kenyan Certificate of Secondary Education (KCSE)  
Grades of B – or above for all subjects

Korea (South)

Ilbankye Kodung Hakkyo (General High School Diploma)  
Grades of 'mi' (70-79%) or above for all subjects

Kuwait

Shahadat-al-thanawia-al-a'ama (General Secondary School Certificate)  
80% overall

Latvia

Atestats par visparejo videjo izglitibu  
(Certificate of General Secondary Education)  
Marks of 7 or above for all subjects

Lebanon

Lebanese Baccalaureate  
An overall average of 14

Lithuania

Brandos Atestatas (Maturity Certificate)  
Marks of 7 or above for all subjects

Malaysia

Sijil Pelajaran Malaysia (Certificate of Education/Unified Examination Certificate)  
Marks of 1 – 6 for all subjects  
Sijil Tinggi Persekolahan (Malaysia Higher School Certificate)  
Grades of C or above for all subjects  
(equivalent to A Level passes)

Mexico

Bachillerato General  
Grades of C or above for all subjects  
(or grades of 8 or above depending on marking system)

Morocco

Baccalaureat  
An overall average of 12

Nigeria

West African Examinations Board Senior School Certificate of Education  
(WAEC SSCE)  
B3 or higher for all subjects Note – the SSCE must be WAEC

Oman

Thanawiya Amma (Secondary School Leaving Certificate)  
80% overall

Pakistan

Higher Secondary School Certificate (HSSC)

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60% overall

American /International Schools in Pakistan: High School Diploma with a cumulative GPA of 2.3 or above

Poland

Matura/Swiadectwo Dojrzalosci (Secondary School Certificate)

An overall mark of 60% + 60% in 3 subjects studied at advanced/extended level

Portugal

Diploma de Ensino Secundario (previously known as

Certificado do 12° ano)

An overall average mark of 'bom' (14-17)

Qatar

Thanawaya Aa'ma Qatari (Qatar General Secondary Certificate)

80% overall

Russia

Attestat o (Polnom) Srednem Obshchem Obrazovanii

(Certificate of Secondary Education)

Marks of 4 or above for all subjects

Saudi Arabia

Tawjihiyah (General Secondary Education Certificate)

85% overall

Singapore

Singapore/Cambridge GCE Advanced Level

Grades of C or above for all subjects

Slovakia

Vysvedcenie o Maturitnej Skuske/Maturita

Marks of 2 or above for all subjects

Spain

Titulo de Bachiller

An overall average of 6

Sri Lanka

Sri Lanka Advanced Level

Grades of C or above for all subjects

Taiwan

Senior High School Diploma

An overall average of 70

Thailand

Mathayom Suksa 5/6 (M5/6)

Marks of 3 or above for all subjects

Tunisia

Baccalaureat

An overall grade of 'assez bien' (12-13)

Turkey

Devlet Lise Diploması (State High School Diploma)

Lise Bitirme Diploması (Private High School Diploma)

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A final year (not cumulative) GPA of 70 or above

Ukraine

Atestat pro Povnu Zagal'nu Sersdnu Ovitsu  
(Certificate of Complete General Secondary Education)  
Grades of 'good' (7-9) or above for all subjects

United Arab Emirates

Tawjihyya (Secondary School Certificate)  
80% overall

Uzbekistan

Attestat o srednem obrazovanii  
(Certificate of Secondary Education)  
Grades of 'good' (71-85) or above for all subjects

Venezuela

Bachillerato /Titulo de Bachiller  
Grades of C or above for all subjects

Vietnam

Tot Nghiep Pho Thong Trung Hoc  
(Upper Secondary School Graduation Certificate)  
Grades of 'good' (7.0 – 8.0) or above for all subjects

Other Qualifications

American High School Diploma  
A final year GPA of 3.0

**How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?**

Programme lead and members of SBM Undergraduate G Teaching and Learning Committee (TLC) will meet regularly to work together to monitor quality using student feedback and reports from the SBM Quality Assurance administration team. Remedial action and modifications to the programme or its modules will be formally approved by the TLC.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

**What academic support is available?**

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The level 3 induction week is organised by SLLF. The level 4 induction is organised by

SBM and will help students transition to the School of Business and Management.

Level 3 students are also invited to SBM welcome week activities and receive SBM communications throughout their level 3 year. In addition, there are taster sessions to which level 3 students are invited to help with the transition to level 4.

The virtual learning environment (QMplus) has information on the different modules and supervisory advice for dissertations as well as personalised teaching timetables.

Modules talks are held at the start of the module selection process to enable students make informed choices when selecting their electives for the following academic year.

The School of Business and Management allocates all students an academic advisor. Academic advisors are able to support students through their studies. If students encounter any difficulties of a personal nature which are having an impact on their studies they can meet with their academic advisor.

#### Office Hours

All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

#### PASS Scheme

The Peer Assisted Study Support (PASS) scheme aims to increase students' understanding of concepts central to their academic lives. In addition, the scheme seeks to develop leadership, management, and communication skills of students who serve as PASS mentors.

## Programme-specific rules and facts

During the foundation year, students will be covered by the Academic Regulations and programme regulations for the year in which they commence the foundation year. Students who progress to the BSc section of the programme will be covered by the Academic Regulations and programme regulations for the year in which they begin the BSc section of the programme; where appropriate (notably in the cases of module diet, progression, and award requirements) these latter regulations will then apply for the remainder of the programme.

Progression requirements from level 3 to 4: pass the foundation year, with an average of 60 across semester two modules, a mark of at least 60 (%) in IFP3018 Management and a mark of at least 60 (%) in IFP3020 Independent Study Project.

Students must pass 105/120 credits. Resits cannot be carried forward to level 4.

If students pass 105 out of 120 credits at level 3, but fail to achieve the required grades as specified above, they can be offered the FdCert as an exit award.

All second year (level 4) students are automatically registered for level 4 modules.

Third year students must study 8 level 5 modules (4 compulsory and 4 elective modules). Any second year student wishing to study the BUS314 Dissertation module in their 3rd year must also study BUS007 Research Methodology in the second year, achieve above 60% on the module and above 65% across all second year module assessments (where module assessments have been completed and marks are available at the time of enrollment).

Final year students can take any 4 of the level 6 modules on offer in addition to the 4 compulsory modules or 6 modules, 3 in each semester plus the BUS314 Dissertation module.

The School has locked academic levels to developmental years (L4 in Y1, L5 in Y2 and L6 in Y3). This restricts final year students from taking any level 5 modules in the final year.

### Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links with employers, placement opportunities and transferable skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to contexts beyond academia.

SBM offers a range of internships available to students throughout their academic programme of study. SBM also works closely with the Careers Service to locate possible placements, internships and in creating an effective CVs to reach potential employers.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Patrizia Kokot-Blamey

**Person responsible for management of programme:**

Patrizia Kokot-Blamey and Mark Holloway

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

**Date Programme Specification approved by Taught Programmes Board:**