Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>Bachelor of Arts (Hons) Retail Marketing</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>N550</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>480</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

To enable students:

- To understand the fundamental importance of retailing as a customer focused activity and as an important industrial sector within the environment and society at large.
- To be able to apply core retail marketing principles in the delivery of customer values.
- To understand the nature of specific retailing activities and how they are integrated within a distribution channel and the wider exchange process.
- To be equipped with the appropriate skills to reach and to excel in decision-making positions in business and other organisations.

The Retail Marketing degree focuses on the delivery, activities and processes of the exchange loop. Core/Marketing (M) modules develop the need to understand, create, communicate and deliver customer orientated values, whilst the Retailing (R) modules focus on the activities and process which facilitate the delivery of customer orientated values.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding of:

- 1. The principles, philosophy and theories of retail marketing in its various diverse contexts.
- 2. The dynamic processes in the practice of retail marketing
- 3. The changing social and economic environments in an international context
- 4. The evolving nature of retail marketing and the increasing importance of data-driven marketing and electronic channels of communication and distribution.
- 5. The development of the role of the consumer in the production of goods, services and ideas.

Subject-specific skills and other attributes

Intellectual skills - able to:

- 6. Retrieve, analyse and interpret information from a wide variety of primary and secondary sources
- 7. Reason critically through problem solving and by delivering coherent arguments
8. Critically analyse the literature on retail marketing
9. Apply marketing concepts to a real world situation through group work and an individual piece of original research.

Subject practical skills - able to:

10. Design, use and analyse various research techniques, e.g. questionnaires, interviews
11. Apply statistical and numerical skills to marketing and retail-sector specific information
12. Use information technology to access sources and information and to work with discipline based software programmes
13. Work in a group on simulated and real life projects
14. Write and present for different audiences, including retailers and other business people

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes

15. Structure and communicate ideas, principles and theories effectively both orally and in writing
16. Manage resources, time and work to deadline
17. Work constructively both in a team and independently on a given marketing project or task
18. Retrieve information and use information technology
19. Develop self confidence and be self-reliant

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

Teaching/Learning Methods and Strategies:
Knowledge and understanding (1-5) is acquired throughout the programme via lectures, seminars, project work, and guided independent study.
Assessment:
Knowledge and understanding is assessed through coursework and examination.

Intellectual Skills

Teaching/learning methods and strategies
Intellectual skills (6-8) are acquired through group project work and seminars utilising techniques such as group discussions, debates, simulated business situations and case studies. Skill 9 is the focus of the final year when students undertake in groups a piece of consultancy work for a real organisation, and complete a dissertation which allows students to demonstrate their intellectual skills to the highest level.
Assessment:
Intellectual skills are assessed by coursework and examination. Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise, reasoned argument and analyse an issue in a limited time period. Coursework includes essay writing, case study analysis, group simulation projects, real life group project work, compiling a literature review and a dissertation.

Subject practical skills

Teaching/learning methods and strategies:
All students receive initial guidance on how to identify, locate and use material available in libraries and through IT, and are given a firm grounding in using and interpreting statistical data (11-12). In their final two years students acquire the skills to undertake marketing research (10) and to apply it within a group in a simulated and real life situation (13). Throughout the programme students are required to write and present in a variety of different formats (14).
**Assessment:**
Subject practical skills are assessed by coursework and examination. Coursework includes a market research proposal and questionnaire, group software simulation, real life group projects, presentations, report writing, journal keeping and analysis, and an ethnographic study.

**Transferable skills**

**Teaching/learning methods and strategies:**
Transferable skills are promoted throughout the programme. All modules require regular written work and presentation, and feedback is given speedily to promote not only the students’ understanding but also their powers of expression (15). Skill (16) is learnt (rather than taught) through the management of time in project work and in meeting the various and sometimes conflicting deadlines (all notified at the start of each semester) for submission of coursework. Skill (17) is acquired throughout the programme and particularly in the final year, while skill (18) is largely developed through individual learning and meeting the requirements of coursework. Successful achievement of skills (15-18) should lead to skill (19).

**Assessment:**
Effective communication and working practices along with the retrieval of information are integral to all assessment, and the regular feedback as well as final mark reflects this. Skills (16-17) are also assessed by fellow students undertaking group work. Skill 19 is not formally assessed.

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<th>Professional/statutory body accreditation or recognition:</th>
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**Further details:**
Entry requirements: [http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements](http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: