

# Bachelor of Business Management (Special) Degree in Marketing

**Department of Marketing Management**  
Faculty of Commerce and Management Studies  
University of Kelaniya  
Sri Lanka

## Other competency development programmes offered by **DMM**

Diploma in Marketing

Diploma in People Skills

Diploma in Enterprise Resource Planning

Higher Diploma in Marketing

Postgraduate Diploma in Marketing

Master of Business Management in Marketing

## Contact us :

### For Further Details

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For detailed syllabus: <http://www.kln.ac.lk/fcms/dep/dmm/index.php/programs/undergraduate>



**University of Kelaniya**



## Department of Marketing Management

The Department of Marketing Management (DMM) is one of the premier departments affiliated to the University of Kelaniya, Sri Lanka, and is the only SAP University Alliance partner in Sri Lanka, and also the only ISO 9001:2008 quality certified business management department in the country.

DMM strives to craft a '**strategist**', "*who is competent, capable, and confident in driving people and businesses to greater heights*", via the below six standards affixed together:



**Teaching Standards** – internationally accredited teaching content



**Focus Skills** – focused on soft skills leading to employability



**Professional Development** – via blended teaching, learning, and assessment



**Outward Insights** – industry triggered teaching and learning



**Hands on Marketing** – making students employable through simulation programmes, event organizing, practical training, executive series, and etc.



**Blended Faculty** – a faculty that comprises of various disciplines, boosted by doctoral holders & professionals with industry and international exposure.

## B.B.Mgt. (Special) Degree in Marketing

Bachelor of Business Management (Special) Degree in Marketing contains four levels (four years), and each level is modeled on a specific job role progressively leading to a 'strategist' (associate to analyst to specialist to strategist). And in developing the content a 3D approach had been undertaken, where knowledge, skills, and attitudes were combined in crafting a strategist who is competent, capable, and confident.

Further, the degree program is structured into **eight learning pillars** (Business Environment, Management, Accounting & Finance, Quantitative Aspects, Digital Marketing & IT, Branding & Communication, Consumer Behaviour & Research, Applied Marketing) cutting across each of the four levels of the degree programme, in building a consistent and gradual elevation of teaching, learning, and assessment. The learning outcomes propagated via the eight learning pillars develop:

- a fundamental understanding of marketing management and to be extensively competent in 'Branding & Communication', 'Consumer Behavior & Research', and 'Applied Marketing'
- 'Accounting and Finance' related skills in strengthening financial intelligence
- 'Quantitative' shrewdness in developing strategies
- the 'Tech-savviness' in business and decision making
- the ability to associate 'Local and Global Business Environment' in becoming a strategist
- a sound knowledge of 'Modern Management Practices' in developing and executing strategies

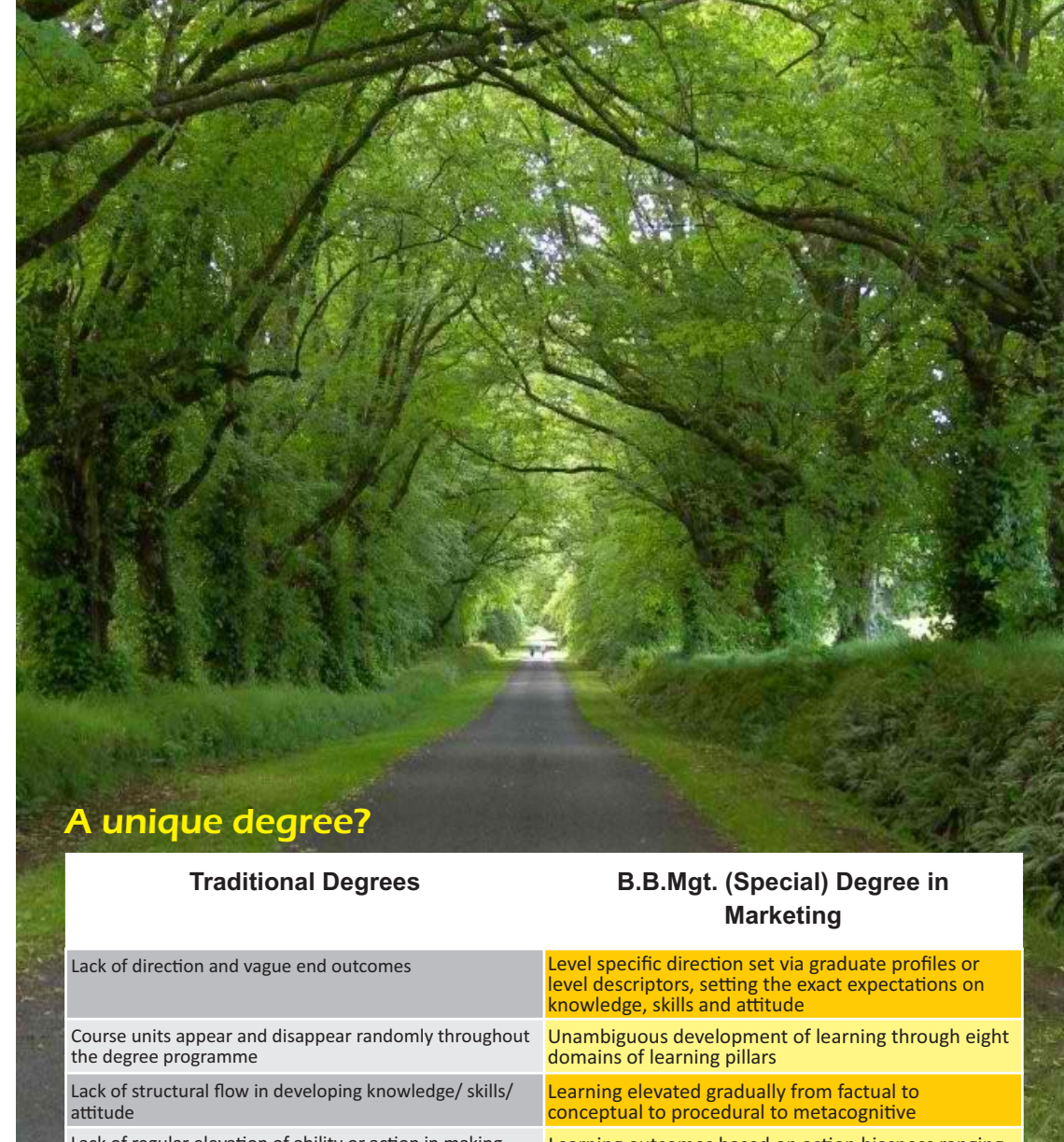
Strategist

Marketing Specialist

Marketing Analyst

Marketing Associate

Eight Learning Pillars



## A unique degree?

Traditional Degrees	B.B.Mgt. (Special) Degree in Marketing
Lack of direction and vague end outcomes	Level specific direction set via graduate profiles or level descriptors, setting the exact expectations on knowledge, skills and attitude
Course units appear and disappear randomly throughout the degree programme	Unambiguous development of learning through eight domains of learning pillars
Lack of structural flow in developing knowledge/ skills/ attitude	Learning elevated gradually from factual to conceptual to procedural to metacognitive
Lack of regular elevation of ability or action in making graduates capable of performing the desired job roles	Learning outcomes based on action biasness ranging from remember to comprehension to application to analysis to evaluation to synthesis
More teacher centered learning methods	Innovative teaching and learning via buzz groups, crossovers, industry visits, workshops, simulation, online forums, white papers etc...
On-supply learning with hours of class room work	On-demand learning via podcats, vodcasts, and LMS activities
Ambiguous assessment methods via misaligned questions	Teaching, learning, and assessment based on action verbs with clear definitions