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| Professional, Statutory & Regulatory Body accreditation | We will be seeking accreditation from: <ul style="list-style-type: none"> • Chartered Institute of Marketing (CIM) • Institute of Direct and Digital Marketing (IDM) | |
| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 |
| B. Course Aims and Features | | |
| Distinctive features of course | <ul style="list-style-type: none"> • Enables the further specialisation of marketing graduates and professionals in the area of International Marketing; • Provides a pathway to higher level decision-making roles in growing, multinational and global companies • An extensive embedded programme of guest lectures from leading global brands and organisations; • Engagement with professional bodies such as the Chartered Institute of Marketing (CIM) and the Institute of Direct and Digital Marketing (IDM) • A programme taught by experienced research informed academics in international marketing; • Applied teaching and learning; • Two residential weekends; • The opportunity to engage in enterprise and consultancy practice; • Opportunity to carry out a project that suits the student's career needs; • Multiple start dates and modes of delivery to suit; • Opportunities to network and develop connectivity with our postgraduate research and enterprise community; • Based in the heart of London; • Personal tutoring | |
| Course Aims | The MSc International Marketing aims to: <ol style="list-style-type: none"> 1. Develop students' ability to engage in higher level decision-making processes across borders and territories in the field of international marketing 2. Develop a mastery of the complex specialised area of international marketing through the delivery of advanced knowledge and skills 3. Expose participants to the latest developments in international and cross-cultural marketing theories and practice in order to develop analytical judgement and critical awareness 4. Build upon students' diverse personal and professional experiences as vehicles for learning, including peer group learning, team working and effective management skills 5. Develop skills for change, decision-making, adaptation, enterprise and sustainability in a dynamic and complex international business environment | |

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| | <ol style="list-style-type: none"> 6. Facilitate the development of cross-cultural intelligence in an increasingly multicultural globalised business environment. 7. Develop the capacity for personal and professional development, through an integration of academic specialist knowledge and skills in consultancy, enterprise and business ethics 8. Help you select and use appropriate analytical tools in a variety of international settings 9. Equip participants with a range of research skills and develop their ability to generate creative and resourceful solutions to problems via the adoption of intellectually rigorous methods of enquiry |
| <p>Course Learning Outcomes</p> | <ol style="list-style-type: none"> a) Students will have knowledge and understanding of: <ul style="list-style-type: none"> A1- Current principles and theories of international marketing strategy and their impact in a wider context. A2- Deep and systematic theoretical approaches to international marketing and how the knowledge base may be interpreted A3- Current methodological approaches to enable the pursuit of theory development in the area of international marketing b) Students will develop their intellectual skills such that they are able to: <ul style="list-style-type: none"> B1- use ideas at a higher level of abstraction in order to develop new approaches to international marketing practice B2- Design and undertake substantial investigations, critically evaluating the effectiveness of different methodological approaches B3 - Synthesize ideas or information in innovative ways to generate a range of transformative solutions in international marketing B4 - Critically recognise and argue for alternative approaches. c) Students will acquire and develop practical skills such that they are able to: <ul style="list-style-type: none"> C1- Autonomously adapt performance to multiple contexts in international marketing management C2- Clarify tasks and resolve likely conflict situations when working in a cross-cultural team C3- Incorporate a critical ethical dimension in practice and manage the implications of ethical dilemmas when working with others in a variety of international settings |

C. Teaching and Learning Strategy

- Lectures, seminars and workshops: Lectures will provide up-to-date subject knowledge. Interactive seminars and workshops will support lectures and have a strong focus on small group activities to encourage the active participation of students throughout the course developing peer learning, the sharing of knowledge and best practice, and support networks amongst a diverse student body.
- Applied learning: Teaching, learning and assessment is applied. A case study approach to learning is used in modules. Where possible, live case studies are brought into the classroom and external stakeholders provide feedback to student-generated solutions.
- Marketing skills: The course relies heavily on experiential teaching and learning, particularly the use of live marketing case studies in collaboration with major marketing organisations addressing current marketing decision-making problems.

- Opportunity to become members of professional bodies: The course has been designed to be accredited by the Chartered Institute of Marketing (CIM) and the University is an accredited Graduate Gateway. Successful graduates gain exemptions from CIM modules.
- Research and enterprise skills: Research and enterprise skills are developed throughout the student's journey. From the 'Creativity, Enterprise and Innovation', 'Curiosity, Creativity and Research' and 'Research In Action' modules through to the 'Capstone Business Project' students have the opportunity to identify areas of interest, explore and develop ideas in a supportive environment. Any students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.
- Master classes: A series of master classes delivered by external experts in the various specialist fields will be delivered throughout the academic year enabling our students to engage with contemporary marketing issues.
- Research Today! Seminars: All postgraduate students are able to attend our monthly Research Today! Seminars and network with the School's research community and share and develop ideas which will support their studies.
- Residential weekends: Two residential events will support students learning and development. Each residential will go to support student research, enterprise and personal development.
- Personal tutors: All students have the option to have a personal tutor to support them with any challenges they face during their journey with LSBU.
- Self-managed learning: Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals.
- The Virtual Learning Environment (VLE): The School intends to expand its use of technology for learning and assessment at all levels. The School aims to use digital technology to increase academic support for students to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

D. Assessment

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning. Examples of formative feedback within this programme include:

- evaluation of subject knowledge and understanding via seminar questions / exercises and self-evaluation;
- peer to peer feedback;
- student led seminars;
- blogs and on line debates;
- poster presentations;
- submissions of draft work for tutor feedback

Summative assessment is used to assess skills, knowledge and understanding. Summative assessment strategies are diverse and a combination of assessment approaches are used to assess the learning outcomes of the course. Traditional modes of assessments such as essays, individual reports and the Capstone Business Project are augmented by the use of case studies and business simulations, group work and presentations. The modules will be assessed by a combination of group and individual reports, presentations, pitches, debates, spread sheet analysis and reflections applied to case studies.

There are no exams in this course and there is only one component of assessment per module.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

- Bachelor degree equivalent to UK Second Class Honours Lower Division in a related subject.
- The course is designed for students whose first degree is business-related with some knowledge of marketing or who have at least one year of practical experience of working in a marketing role after graduating from a non-specialist degree and who wish to specialise in international marketing.
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.5.

G. Course structure(s)

Course overview

MSc International Marketing – Full time (also see Appendices A and B for FT and PT course diagrams)

| | Semester 1 | | Semester 2 | |
|---------|--|----|---|----|
| Level 7 | Creativity, Enterprise and Innovation (compulsory) | 10 | International Pricing, Finance and Performance (compulsory) | 20 |
| | Curiosity, Creativity and Research (compulsory) | 10 | Brand Management in an International Context (compulsory) | 20 |
| | Strategies for International Market Expansion (compulsory) | 20 | Research in Action (compulsory) | 10 |
| | Cross-Cultural Consumer Behaviour (compulsory) | 20 | Management Consultancy in a Global Environment (compulsory) | 10 |
| | | | Managing Virtual Work (optional) | 10 |

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| | | | Everyday Sustainability for Business (optional) | 10 |
| | | | Global Operations and Logistics (optional) | 10 |
| | | | Digital and Social Media Marketing (optional) | 10 |
| | | | Marketing Science (optional) | 10 |
| | | | Effective Business Negotiation (optional) | 10 |
| | | | Public Relations (optional) | 10 |
| | | | Government and Markets (optional) | 10 |
| | | | Marketing for SMEs (optional) | 10 |
| | | | Internship (optional) | 20 |
| | | | Capstone Business Project (compulsory) | 40 |

MSc Marketing – Part time

| | Semester 1 | | Semester 2 | |
|---------------------------|---|----|---|----|
| Level 7 Year 1 | Creativity, Enterprise and Innovation (compulsory) | 10 | Cross-Cultural Consumer Behaviour (compulsory) | 20 |
| | Curiosity, Creativity and Research (compulsory) | 10 | International Pricing, Finance and Performance (compulsory) | 20 |
| | Strategies for International Market Expansion (compulsory) | 20 | One optional module | 10 |
| Level 7 Year 2 | Brand Management in an International Context (compulsory) | 20 | Capstone Business Project | 40 |
| | Research in Action (compulsory) | 10 | | |
| | Management Consultancy in a Global Environment (compulsory) | 10 | | |
| | One optional module | 10 | | |

Placements information

There is no placement on this course. However, all students have the option to study for a 20 credit Internship (instead of taking two 10 credit optional modules). This module allows the student to gain valuable work experience while studying for a master's degree. Responsibility for securing the work placement lies with the student. However, the student is supported during the search process and when the student is actually working. The work placement should have some direct bearing on what the

student is studying - a student studying MSc International Marketing would be expected to secure an internship with some connection with aspects of marketing within the business community. Part-time students wishing to take the 20 credit Internship module are required to either negotiate 90 working hours in a professional marketing role either at their current employer or with an alternative organisation. It is the students' responsibility to timetable these 90 hours around their other commitments and agree the timetable with the placement module coordinator and the employability team.

H. Course Modules

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|--------------------------|--|-------|----------|--------------|------------|
| MBA_7_CEI (validated) | Creativity, Enterprise and Innovation | 7 | Core | 10 | Coursework |
| MBA_7_CCR (validated) | Curiosity, Creativity and Research | 7 | Core | 10 | Coursework |
| TBC (new) | Strategies for International Market Expansion | 7 | Core | 20 | Coursework |
| TBC (new) | Cross-Cultural Consumer Behaviour | 7 | Core | 20 | Coursework |
| TBC (new) | International Pricing, Finance and Performance | 7 | Core | 20 | Coursework |
| TBC (new) | Brand Management in an International Context | 7 | Core | 20 | Coursework |
| MBA_7_RIA (validated) | Research in Action | 7 | Core | 10 | Coursework |
| MBA_7_MCG (validated) | Management Consultancy in a Global Environment | 7 | Core | 10 | Coursework |
| MBA_7_CBP (validated) | Capstone Business Project | 7 | Core | 40 | Coursework |
| BBM_7_MVW (validated) | Managing Virtual Work | 7 | Option | 10 | Coursework |
| BBM_7_ESB (validated) | Everyday Sustainability for Business | 7 | Option | 10 | Coursework |
| MBA_7_GOL (validated) | Global Operations and Logistics | 7 | Option | 10 | Coursework |
| TBC (new) | Digital and Social Media Marketing | 7 | Option | 10 | Coursework |
| TBC (new) | Marketing Science | 7 | Option | 10 | Coursework |

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|---|----------------------------------|---|--------|----|------------|
| TBC (new) | Effective Business Negotiation | 7 | Option | 10 | Coursework |
| TBC (new) | Public Relations | 7 | Option | 10 | Coursework |
| TBC (new) | Corporate Lobbying for Marketing | 7 | Option | 10 | Coursework |
| TBC (new) | Marketing for SMEs | 7 | Option | 10 | Coursework |
| TBC (new) | Internship | 7 | Option | 20 | Coursework |
| Any other validated PG 10cr optional module in the School of Business | | | | | |

I. Timetable information

Timetables will depend on the choice of options, and will be provided to students about two weeks in advance of each semester.

J. Costs and financial support

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link -or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link-
<https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

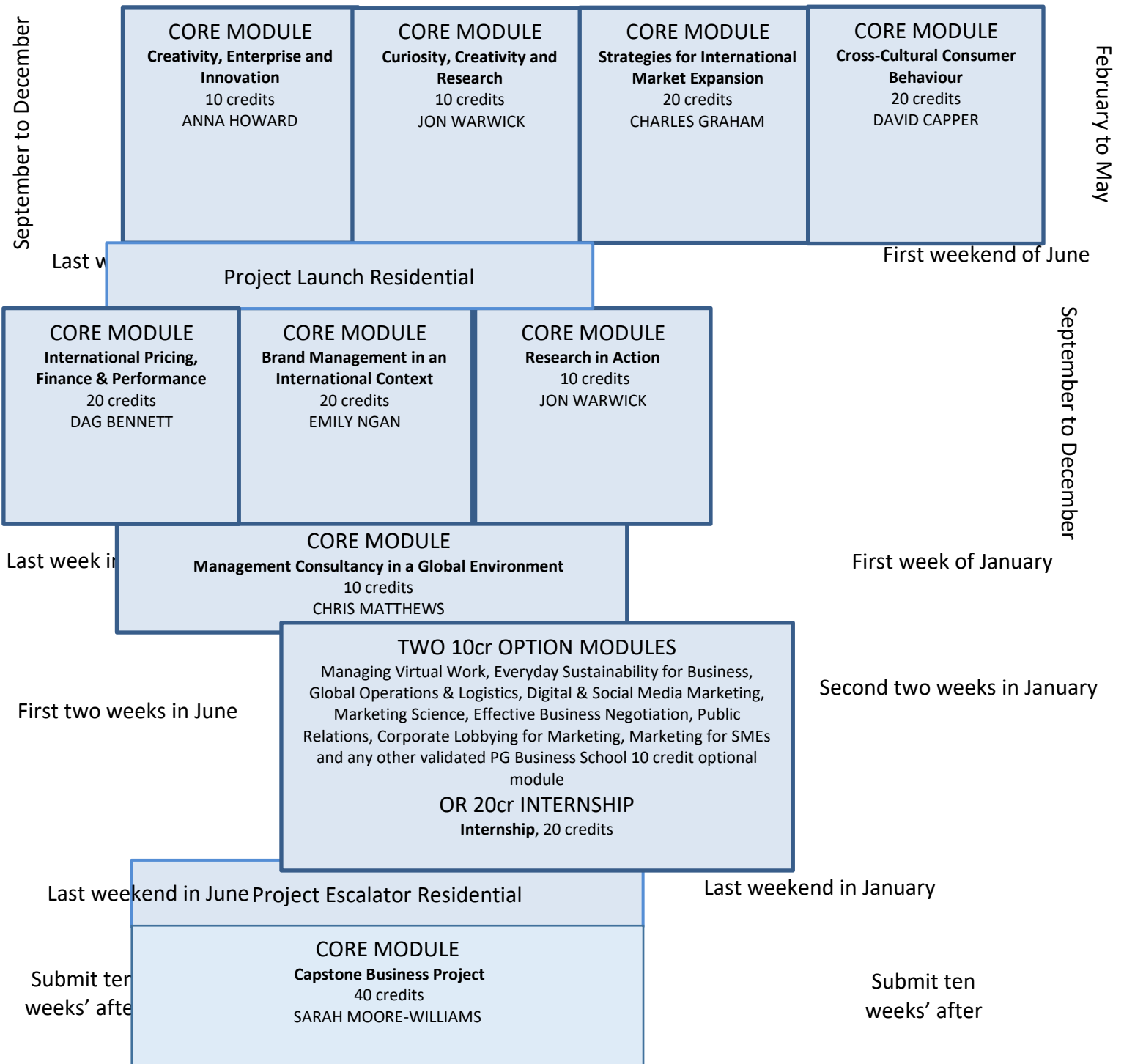
List of Appendices

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- Appendix B: MSc International Marketing Course Diagram (PT)
- Appendix c: Curriculum Map
- Appendix D: Personal Development Planning (postgraduate courses)
- Appendix E: Terminology

Appendix A: MSc International Marketing Course Diagram (FT)

September Start

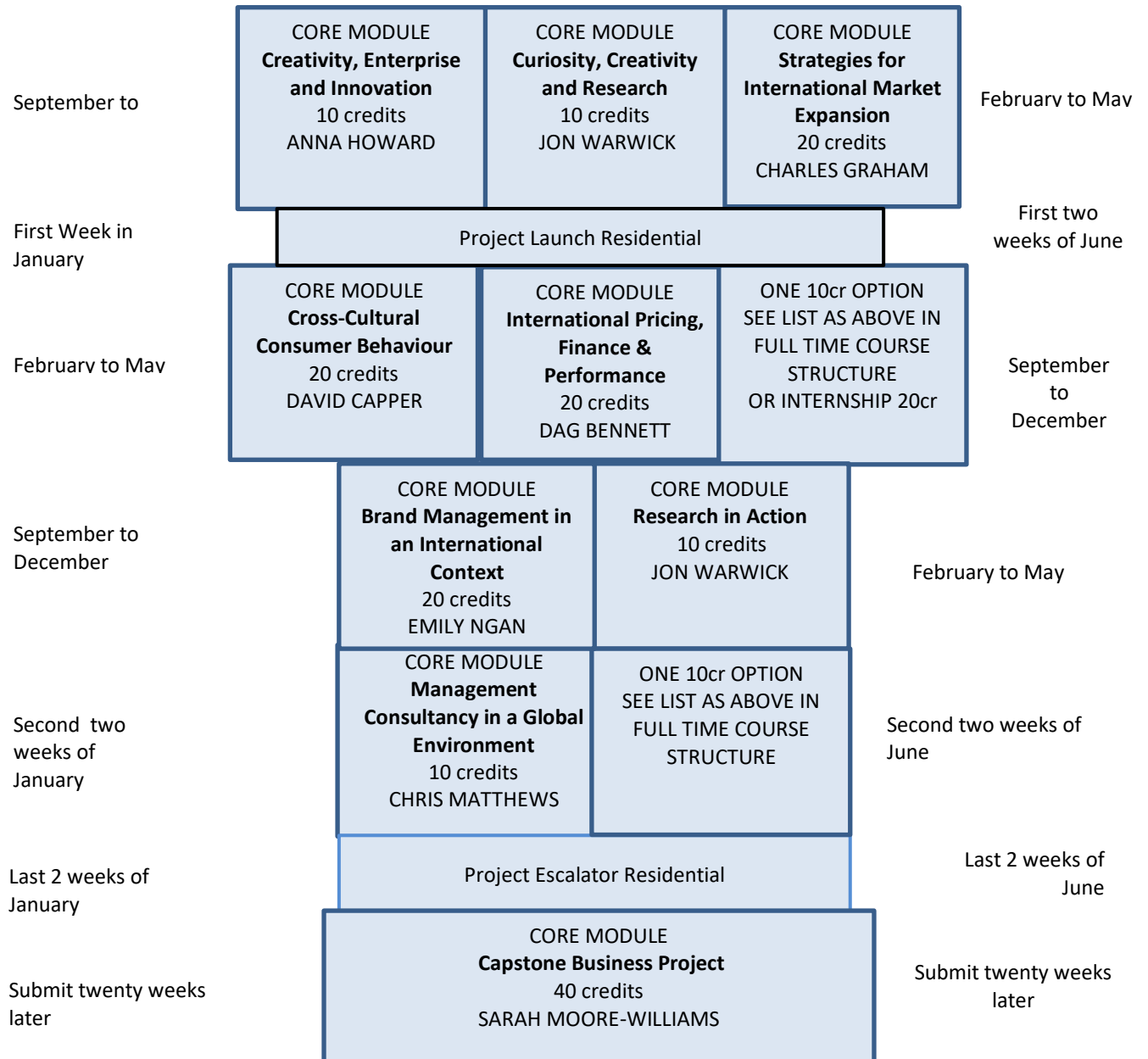
January Start



Appendix B: MSc International Marketing Course Diagram (PT)

September Start

January Start



Appendix C: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| Modules | | | A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 |
|---------|--|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Level | Title | Code | | | | | | | | | | |
| 7 | Creativity, Enterprise and Innovation | MBA_7_CEI | TDA | | | | TDA | | D | TDA | D | |
| 7 | Curiosity, Creativity and Research | MBA_7_CCR | | | TDA | TDA | TDA | | A | | | TDA |
| 7 | Strategies for International Market Expansion | TBC | TDA | TDA | | TDA | | TDA | TDA | TDA | TDA | |
| 7 | Cross-Cultural Consumer Behaviour | TBC | TDA | TDA | | TDA | | TDA | TDA | | D | TD |
| 7 | International Pricing, Finance and Performance | TBC | TDA | TDA | | | | TDA | TDA | D | | |
| 7 | Brand Management in an International Context | TBC | TDA | TDA | | TDA | | TDA | TDA | TDA | | TDA |
| 7 | Research in Action | MBA_7_RIA | | | TDA | TDA | TDA | | A | | | TDA |
| 7 | Management Consultancy in a G.Env. | MBA_7_MCG | D | | | TDA | TDA | TDA | TDA | DA | DA | D |
| 7 | Capstone Marketing Project | MBA_7_CBP | DA | DA | DA | A | DA | DA | DA | | | DA |
| 7 | Digital and Social Media Marketing | TBC | TDA | | | D | TDA | TDA | | TD | TDA | |
| 7 | Marketing Science | TBC | TDA | | TDA | | TDA | | TDA | TD | D | |
| 7 | Effective Business Negotiation | TBC | | | TDA | | | | | TDA | | D |
| 7 | Public Relations | TBC | | | TDA | | TDA | | | | D | |
| 7 | Corporate Lobbying for Marketing | TBC | TDA | | | | TDA | TDA | | TD | D | |
| 7 | Marketing for SMEs | TBC | TDA | | | | | TDA | | | D | |
| 7 | Internship | TBC | | | | | TDA | | TDA | TDA | D | TDA |

Appendix D: Personal Development Planning

| Approach to PDP | Level 7 |
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| 1 Supporting the development and recognition of skills through a personal tutor system. | Students will be allocated personal tutors who will monitor their development throughout the course with sign posting to additional support as needed, to support them with any challenges they face during their journey with LSBU. |
| 2 Supporting the development and recognition of skills in academic modules/modules. | The course Induction lays the foundation for skills development that operates throughout the programme (and where resources exist) to support skills development within the university. The course has a clear focus on research within the marketing domain and so skills development in the acquisition, storage, and analysis of information in all its forms is developed in a number of modules, in particular “Curiosity, Creativity and Research”, “Research in Action” and the Capstone Project. A second strand of skills development is evident through the course’s specialist modules. A third strand of skills relating to more general business acumen is developed through the common option modules shared across other postgraduate courses. Support is provided through the residential and extra curricula activity ‘masterclass’ programmes running alongside core academic provision. |
| 3 Supporting the development and recognition of skills through purpose designed modules. | All modules combine theory and skills development, as outlined in the previous section. Students will have the opportunity to develop the practical skills related to contemporary marketing management through extensive links with professional bodies (e.g. CIM, IDM IoD). |
| 4 Supporting the development and recognition of skills through research projects and dissertation work. | The study of research methods and the completion of the Capstone Project are central to the award of the Masters qualification. This will involve students in all aspects of the design and specification of research projects, including methodological choices, data collection and analysis and issues relating to personal and business ethics. Presentation and communication skills are also developed and tested through the research methods modules and the Capstone Project and support for the development of these skills is provided during the two residential. |
| 5 Supporting the development and recognition of career management skills. | The course is designed to allow students to bring their own prior experiences into discussion and the use of guest lecturers and real case studies will emphasise the practical skills that underpin effective decision-making. The programme develops group-working skills and encourages personal reflection, and self-organisation, essential for successful dissertation research work. All students have access to the university’s central resources for skills development and career planning. |

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| 6 Supporting the development and recognition of career management skills through work placement or work experience. | The course has opportunities for work placement, but, as described previously, the sharing of prior experiences of students and the use of guest lecturers and live case studies will provide access, at least in part, to the necessary skills and experience required of marketing managers in the contemporary workplace. |
| 7 Supporting the development of skills by recognising that they can be cultivated through extra curricula activities. | Students will be made aware of relevant public industry activities taking place outside the university. This would include seminars, talks and presentations at other universities and project management organisations, professional body events, conferences etc. Relevant publications available electronically or through the university library will be highlighted to students. In addition students will have access to the School's extensive programme of extra-curricular activities that includes the Research Today seminar series, the series of Masterclasses, student membership of the Institute of Directors, the opportunity to apply for work in the Business Solutions Centre etc. |
| 8 Supporting the development of skills and attitudes as a basis for continuing professional development. | Students will be introduced to their professional bodies in the marketing management discipline. The postgraduate marketing programmes will be accredited with either the CIM or the IDM or both and students will be advised of the accreditation processes, how their programme of study maps to the development opportunities provided by these bodies, and the benefits of membership. Students will be able to take part in a range of CIM activities throughout the year. |
| 9 Other approaches to personal development planning. | To support personal development, all students have access to the university's central learning resources, which provide services relating to Library, IT Support, Skills for Learning, Student Advice, and Employability and Careers. |
| 10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary. | Self-reflection is embedded throughout the course both in modules (for example in Creativity, Enterprise and Innovation), within the residential workshops, and through the development and execution of the Capstone Project. |

Appendix E: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

| | |
|---------------------------------|---|
| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by students outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |