



<b>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• Enables the transition of non-specialists into the professional discipline of marketing;</li> <li>• Combines marketing specialist knowledge with cross-functional management knowledge;</li> <li>• An extensive programme of guest lectures from leading marketing companies;</li> <li>• Engagement with professional bodies such as the Chartered Institute of Marketing (CIM) and the Institute of Direct and Digital Marketing (IDM)</li> <li>• A programme taught by experienced research informed academics;</li> <li>• Applied teaching and learning;</li> <li>• The opportunity to engage in enterprise and consultancy practice;</li> <li>• Opportunity to carry out a project that suits the student's career needs;</li> <li>• Multiple start dates and modes of delivery to suit;</li> <li>• Opportunities to network and develop connectivity with our postgraduate research and enterprise community;</li> <li>• Based in the heart of London;</li> <li>• Personal tutoring</li> </ul>
<b>Course Aims</b>	<p>The MSc Marketing aims to:</p> <ol style="list-style-type: none"> <li>1. Enable non-specialists to become marketing decision-makers</li> <li>2. Develop mastery of the complex specialised area of marketing management through the delivery of advanced knowledge and skills</li> <li>3. Expose participants to the latest developments in marketing theories and practice in order to develop analytical judgement and critical awareness.</li> <li>4. Build upon students' diverse personal and professional experiences as vehicles for learning, including peer group learning, team working and effective management skills</li> <li>5. Develop skills for change, decision-making, adaptation, enterprise and sustainability in a dynamic and complex international business environment.</li> <li>6. Facilitate the development of cross-cultural intelligence in an increasingly multicultural globalised business environment</li> <li>7. Develop the capacity for personal and professional development, through an integration of academic specialist knowledge and skills in consultancy, enterprise and business ethics.</li> <li>8. Develop knowledge of a variety of marketing analysis techniques, including the ability to select and use critically appropriate analytical tools in different business situations</li> <li>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</li> </ol>
<b>Course Learning Outcomes</b>	<p>a) Students will have knowledge and understanding of:</p> <p>A1- The role of marketing, its relationship with other business functions and its impact on organisational performance</p> <p>A2- Deep and systematic theoretical approaches to marketing management and how that knowledge base may be interpreted</p> <p>A3- Current methodological approaches to enable the pursuit of theory development in the area of marketing management.</p>

	<p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1- use ideas at a higher level of abstraction in order to develop new approaches to marketing management in practice</p> <p>B2- Design and undertake substantial investigations, critically evaluating the effectiveness of the methodological approach</p> <p>B3 - Synthesize ideas or information in innovative ways to generate arrange of transformative solutions in marketing management.</p> <p>B4 - Critically recognise and argue for alternative approaches.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1- Autonomously implement and evaluate marketing performance improvements responding to innovative best practice</p> <p>C2- Clarifying tasks and resolving likely conflict situations when working in a team</p> <p>C3- Incorporate a critical ethical dimension in practice and manage the implications of ethical dilemmas in marketing, working with others in a variety of settings.</p>
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### **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.
- 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 any subject area (business or non-business related).

- 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 Marketing Sept start

	Semester 1 (Sep – Jan)		Semester 2 (Jan – Aug)	
Year 1	Consultancy Enterprise and Innovation (compulsory)	20	Corporate Strategy for Marketing (compulsory)	20
	Contemporary Marketing Theories and Concepts (compulsory)	20	Marketing Management and Planning (compulsory)	20
	Cross-Cultural Consumer Behaviour (compulsory)	20	Research Methods (compulsory)	20
			Option Module	20
			Capstone Business Project (compulsory)	40

MSc Marketing Jan start

	Semester 1 (Jan – June)		Semester 2 (Sep – Jan)	
Year 1	Consultancy Enterprise and Innovation (compulsory)	20	Corporate Strategy for Marketing (compulsory)	20
	Contemporary Marketing Theories and Concepts (compulsory)	20	Marketing Management and Planning (compulsory)	20
	Cross-Cultural Consumer Behaviour (compulsory)	20	Research Methods (compulsory)	20
Year 2	Option module	20		
	Capstone Project	40		

### Placement information

There is no placement on this course. However, all students have the option to study for a 20 credit Internship (instead of other 20 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. 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
TBC	Consultancy, Enterprise and Innovation (compulsory)	7	1	20 (10)	Coursework
MMP_7_CMT	Contemporary Marketing Theories and Concepts	7	Core	20	Coursework
MMP_7_CCB	Cross-Cultural Consumer Behaviour	7	Core	20	Coursework
MMP_7_CSM	Corporate Strategy for Marketing	7	Core	20	Coursework
MMP_7_MPL	Marketing Management and Planning	7	Core	20	Coursework
TBC	Research Methods (compulsory)	7	2	20 (10)	Coursework
MBA_7_CBP	Capstone Business Project	7	Core	40	Coursework
AFE_7_BDA	Big Data Analytics (optional)	7	2	20 (10)	Coursework
MBA_7_GOL	Global Operations and Logistics (optional)	7	2	20 (10)	Coursework
MBA_7_GOL	Governance and Leadership (optional)	7	2	20 (10)	Coursework
AFE_7_ORC	Organisational Risk Management and Internal	7	2	20 (10)	Coursework

	Controls (optional)				
MBA_7_ESB	Everyday Sustainability for Business (optional)	7	2	20 (10)	Coursework
MMP_7_BMA	Brand Management (optional)	7	2	20 (10)	Coursework
MBA_7_MVW	Managing Virtual Work (optional)	7	2	20 (10)	Coursework
TBC	Managing Project Value and Change by Prince 2	7	2	20 (10)	Coursework
TBC	Social Media Marketing and Digital PR	7	2	20(10)	Coursework
MMP_7_INT	Internship (optional)	7	2	20 (10)	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 - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> 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>

#### Appendices:

**Appendix A:** Curriculum Map

**Appendix B:** Personal Development Planning

**Appendix C:** Terminology

## Appendix A: 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												
Level	Title	Code	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3
7	Consultancy, Enterprise and Innovation (20 credits)	TBC				TDA			D	TDA		
7	Research Methods (20 credits)	TBC		D		TDA			D		TDA	
7	Contemporary Marketing Theories and Concepts.	CMT	TDA	TDA	TDA	TDA			TDA	TDA	D	D
7	Cross-Cultural Consumer Behaviour	CCB	TDA	TDA		TDA		TDA	TDA		D	TD
7	Corporate Strategy for Marketing	CSM	TDA				TDA			TDA		
7	Marketing Management and Planning	MPL		TDA	TDA			TDA	TDA			TDA
7	Big Data Analytics (20 credits)	AFE_7_BDA	D				TDA		TDA			
7	Global Operations and Logistics (20 credits)	MBA_7_GOL				D				TDA		
7	Governance and Leadership (20 credits)	AFE_7_GOL	D			D	D				D	
7	Organisational Risk Management and Internal Controls (20 credits)	AFE_7_ORC	D			TDA				D		
7	Brand Management (20 credits)	MMP_7_BMA	D				TDA		TDA			
7	Everyday Sustainability for Business (20 credits)						TDA			D		
7	Managing Virtual Work (20 credits)	MBA_7_MVT	TD			TDA			TDA		D	
7	Everyday Sustainability for Business (20 credits)	MBA_7_ESB				DA					DA	
7	Managing Project Value and Change by Prince2 (20 credits)	TBC				TDA			DA			
7	Internship [Short] (20 credits)	MMP_7_INT		D						DA		

## Appendix B: Personal Development Planning

Approach to PDP	Level 7
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 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.
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.

<p>6 Supporting the development and recognition of career management skills through work placement or work experience.</p>	<p>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.</p>
<p>7 Supporting the development of skills by recognising that they can be cultivated through extra curricula activities.</p>	<p>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.</p>
<p>8 Supporting the development of skills and attitudes as a basis for continuing professional development.</p>	<p>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.</p>
<p>9 Other approaches to personal development planning.</p>	<p>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.</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>Self-reflection is embedded throughout the course both in modules (for example in Creativity, Enterprise and Innovation), and through the development and execution of the Capstone Project.</p>

## Appendix C: 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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