

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	BSc (Hons) Marketing with Digital (UC Leuven Limburg)										
<b>Intermediate exit award title(s)</b>	N/A										
<b>UCAS Code</b>	<b>N/A</b>	<b>Course Code(s)</b>	5904								
<b>Awarding Institution</b>	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> IHSC <input type="checkbox"/> LSS										
<b>Division</b>	Marketing, Tourism, Events and Hospitality										
<b>Course Director</b>	Helen Aston										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Mode</th> <th style="padding: 5px;">Length years</th> <th style="padding: 5px;">Start - month</th> <th style="padding: 5px;">Finish - month</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Full time</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">September</td> <td style="padding: 5px;">July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1	September	July
Mode	Length years	Start - month	Finish - month								
Full time	1	September	July								
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
<b>Approval dates:</b>	Course Validation date		2020								
	Course Review date		2025								
	Course Specification last updated		August 2023								
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A										
<b>Link to Institute of Apprenticeship (IoA) Standard</b>	N/A										

<b>and Assessment Plan (Apprenticeship only)</b>	
<b>Reference points (add or remove from internal and external points as necessary)</b>	Internal Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements (Dated) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>LSBU has been working with the collaborative partner, UC Leuven since 2011, when UC Leuven approached LSBU to offer students on their undergraduate Business Management Across Europe programme (BME), an opportunity to study the final year at LSBU. The BME course offers students the opportunity to study in three locations across three years and place an emphasis on developing business students with English and other language skills and with a global outlook.</p> <p>The structure of the BME programme is as follows:</p> <ol style="list-style-type: none"> <li>1) In the first year they study in Spain, Germany or Finland</li> <li>2) in the second year they all study at Leuven <i>and</i></li> <li>3) in the final year they choose between Rennes Business School in France, Dublin Business School in Ireland and three universities in the UK – Worcester, Coventry and London South Bank University.</li> </ol> <p>These students graduate with a dual award, from LSBU and from UC Leuven.</p> <p>LSBU accepts BME students onto the BSc (Hons) Marketing with Digital degree at level 6.</p> <p>Course features:</p>
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	<ul style="list-style-type: none"> <li>❖ Provides a broad-based study in Marketing whilst emphasising digital, analytical and contemporary content.</li> <li>❖ The opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing.</li> <li>❖ Applied, contemporary teaching &amp; learning.</li> <li>❖ Research-led teaching and content.</li> <li>❖ Provides a high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline.</li> <li>❖ Experiential learning through real-time live case study input</li> <li>❖ Advanced alumni relationships offering the opportunities to develop social capital and build professional networks.</li> <li>❖ Chartered Institute of Marketing accreditation through taught modules.</li> <li>❖ Stimulating option choices including a volunteering module.</li> <li>❖ Extracurricular opportunities, for example The Marketing Club and The Marketing Learning Community Event.</li> </ul>
<p><b>Course Aims</b></p>	<p>The BSc (Hons) Marketing with Digital (Leuven) course aims to:</p> <ol style="list-style-type: none"> <li>1. Develop academically confident graduates equipped for a wide range of future careers in marketing, particularly analytics, data analysis and digital related graduate pathways, through the provision of a supportive learning environment that nurtures understanding and application of, contemporary digital and traditional marketing theory and practice.</li> <li>2. Deliver a robust curriculum, which is flexible and responsive to the emerging needs of employers and the overall marketing profession.</li> <li>3. Develop the practical skills necessary for marketers from a marketing technology perspective, including understanding key tools for developing, monitoring and measuring marketing and business activities in complex and dynamic environments.</li> <li>4. Develop the capacity for independent thought alongside critical reflection, analytical and problem solving skills, entrepreneurial spirit and academic appreciation.</li> <li>5. Enhance employability by embedding professional and academic skills</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p>At the end of the course students should be able to:-</p> <p>LO1: Evaluate and apply key marketing concepts, theories and practices for use in dynamic marketing environments across B2B and B2C in both service and goods situations.</p> <p>LO2: Critically analyse marketing issues using a variety of analytical tools and techniques to develop and</p>

	<p>communicate ideas and solutions utilising traditional and contemporary digital practices.</p> <p>LO3: Identify, gather, analyse, synthesise, interpret and present market data and information in the development of tactical and strategic marketing plans utilising traditional and digital techniques</p> <p>LO4: Monitor and measure strategic and tactical marketing plans in order to demonstrate success and ROI across complex environments.</p> <p>LO5: Demonstrate key employability skills including emotional intelligence &amp; empathy, teamwork, self-reflection, self-management and resilience.</p>
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### **C. Teaching and Learning Strategy**

#### **Lectures and seminars**

Lectures will deliver key topic areas across the academic levels. External stakeholders and practitioners from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support networks amongst our diverse student body.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

#### **Self-managed independent learning**

Self-managed learning activities to supplement and consolidate classroom-based activity constitutes approximately 70% of overall student study hours and these include: reading recommended texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.

#### **Self-managed learning**

Self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE, and online fora will be used to encourage debate and discussion of key issues. Engagement with coursework and examination preparation are also key strategies to develop these skills.

#### **Enterprise**

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students:-

1. *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
2. *Links with societies*, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
3. *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

### **Learning Support**

The university has a well-stocked library on site which provides a range of study environments for individual and group/social learning, course materials both physical and online, dedicated and supportive Business School library staff with whom students can arrange one-to-one help sessions.

### **Teaching Staff**

A variety of experienced academic staff with considerable industry experience and/or who are actively engaged in real world research teach on the course.

### **Virtual learning environment**

Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes with a long term view ensuring the student experience is truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

## **D. Assessment**

### **Formative**

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning. Formative assessment does not carry a mark that counts towards passing or failing a module.

Formative assessment enables early and useful feedback to students prior to summative assessment. Feedback is provided in a number of ways including formal and informal approaches. Classroom activities and outcomes within seminars and workshops provide useful informal discursive responses to students. Students also receive feedback to formative assessments such as presentations that prepare for written work.

Formative assessment examples include in-class testing with peer marking and feedback, in-class debate and discussion, case studies, practical exercises, simulations, presentations, online quizzes etc.

### **Summative**

Summative assessment activities measure the extent to which learning outcomes have been met and therefore are marked by the module tutors.

Summative assessment includes essays, reports and presentations. Some modules make use of group work based on case study and this is used to assess team working, leadership, communication and reflective skills.

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context, often contextualised in "live" cases.

Research skills are primarily assessed via coursework. As students progress through the course, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, refine intellectual skills, seek out and synthesise more widely diverse sources of information and approach their work in a more evaluative manner. Many IT skills are necessary to produce the required written or presented coursework, and interpersonal skills are often needed to “sell” ideas, recommendations and evidence-based solutions.

## **E. Academic Regulations**

The University’s Academic Regulations apply for this course.

## **F. Entry Requirements**

Students on the Business Management Across Europe (BME) programme are admitted to the final year of the BSc (Hons) Marketing with Digital course- initial recruitment is handled by the first-year partners – UAB, Spain; Laurea, Finland, Budapest Business School, Hungary. Progression to year two at UC Leuven is upon successful completion of all their year one modules. Progression to year three is dependent on successful completion of all year two modules.

For LSBU and the other partner universities - recruitment is principally via the fair held each year at UCLL in Heverlee, Belgium. Students are invited to apply for the final year of the BSc (Hons) Marketing with Digital course by completing an online application. Students are not required to submit their marks as part of the application – these are notified directly via the consortium SharePoint site. Applications will be considered by LSBU admissions department and/or the BSc(Hons) Marketing with Digital Admissions Tutor. LSBU will consider all BME applications and make offers according to the following recruitment criteria.

- Successful completion of all level 4 and 5 (120 credits/60ECTS per year) modules from all the partner institutions;
- No additional English language certification is required
  - o Students study in English throughout levels 4 & 5 and are required to demonstrate an appropriate standard on entry into level 4. UCLL will provide confirmation of the standard of English for applicants by cohort.
  - o For students requiring student visa UCLL will have to provide individual letters for each students stating their level of English.
- No references required
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## **G. Course Structure(s)**

### **BSc (Hons) Marketing with Digital (Leuven)**

The course is structured around 120 credit points.

Electives offered are contingent on sufficient student demand. All electives may not be available in any one year and new electives may be added.

The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

The course structure information is shown below, followed by the listing of the new marketing option modules offered.

## **BSc (Hons) Marketing with Digital (Leuven) - Full time**

### **BSc (Hons) Marketing with Digital (Leuven)**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Level 6</b>	Global Marketing in the Digital Era	20	Option Strategic Market Channels or Social Responsibility& Ethics in Marketing or Contemporary Issues in Digital Marketing or Volunteering	20
	Managing Products & Brands	20	Marketing & Digital Strategy & Planning	20
	Applied Marketing Project	40		

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**Placement information**

**N/A**

MMP_6_GMD	Global Marketing in the Digital Era	6	1	20	Coursework
MMP_6_MPB	Managing Products & Brands	6	1	20	Coursework
MMP_6_SMC	Strategic Market Channels (option)	6	2	20	Coursework
BAE_6_VOL	Volunteering (option)	6	2	20	Coursework
MMP_6_SRE	Social Responsibi lity & Ethics in	6	2	20	Coursework



	Marketing (option)				
MMP_6_CID	Contemporary Issues in Digital Marketing (option)	6	2	20	Coursework
MMP_6_MDS	Marketing & Digital Strategy & Planning	6	2	20	Coursework
MMP_6_AMP	Applied Marketing Project	6	1 & 2	40	Coursework

### I. Timetable Information

It is anticipated the course will be delivered over three days per week however this is subject to change if change is required to enhance the student's experience.

Outside of the standard delivery students are expected to engage in extracurricular activity, work placements and private study.

Students can expect to receive a confirmed timetable during induction (Welcome Week) and will be kept informed of any changes.

### J. Costs and Financial Support

#### Course related costs

All course notes and learning materials are provided via the LSBU VLE, however students will be expected to purchase the core texts for each module and to supply their own stationery.

The university does have IT resources in the library (PCs and laptops) which can be used. However, it would be beneficial for students to have their own laptop device which can be used both in the classroom and for private study.

#### 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>

## List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

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		Course outcomes				
Level	Title	L1	L2	L3	L4	L5
6	Global Marketing in the Digital Era	TDA	TDA	TDA	TDA	
6	Managing Products & Brands	TDA	DA	DA	TDA	
6	Strategic Market Channels (option)	TDA	DA	D	D	
6	Social Responsibility & Ethics in Marketing (option)	TA	D			TDA
6	Contemporary Issues in Digital Marketing (option)	TDA	TDA	TDA	D	
6	Marketing & Digital Strategy & Planning	TDA	TDA	TDA	TDA	
6	Applied Marketing Project	DA	DA	TDA	DA	
6	Volunteering (option)					TDA

## Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

<b>accelerated degree</b>	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
<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>end-point assessment</b>	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
<b>extended degree</b>	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
<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>foundation</b>	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
<b>gateway</b>	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
<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>integrated</b>	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
<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>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>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 '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>non-integrated</b>	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award

<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>pre-registration (HSC only)</b>	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
<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 / regulatory body</b>	a course that is regulated by a regulatory body, which is 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>top-up degree</b>	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
<b>total study time / workload</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>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