London South Bank University

Course Specification

<table>
<tr><td colspan="2" align="center">A. Course Information</td></tr>
<tr><td>Final award title(s)</td><td>BA (Hons) Marketing
BA (Hons) Marketing with Placement</td></tr>
<tr><td>Intermediate exit award title(s)</td><td>Certificate of Higher Education (CertHE) Marketing
Diploma of Higher Education (DipHE) Marketing</td></tr>
<tr><td>UCAS Code</td><td></td></tr>
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UCAS Code		Course Code(s)	1262 3997
	London South Bank University		

School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Management, Marketing & People
Course Director	Helen Aston
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3 Years	September	July
Full time with placement/ sandwich year	4 Years	September	July
Part time	4 Years	September	July
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes but NOT part-time or placement option Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.

Approval dates:	Course(s) validated / Subject to validation	May 2016
	Course specification last updated and signed off	September 2019 - MH

Professional, Statutory & Regulatory Body accreditation	The Chartered Institute of Marketing [CIM]

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 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	❖ Provides a broad-based course of study in Marketing with a high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline. ❖ Experiential learning through a variety of real-time live case studies and an optional full-year placement, to enhance employability in a competitive field through the application of knowledge in a workplace context. ❖ Individual entrepreneurial activity is encouraged and supported throughout the course and integrated with University-wide initiatives. It is possible for example to develop a ready-to-fund business plan or undertake consultancy as a final year marketing project. ❖ Exposure to Small and Medium Sized Enterprise is embedded, along with advanced alumni relationships offering the opportunities to develop social capital and build professional networks. ❖ Accreditation with professional bodies through taught modules for example the Chartered Institute of Marketing ❖ The opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing. ❖ Choose from a broad range of stimulating module options at Level Five. ❖ Part-time study available. ❖ Advanced entry for suitably qualified applicants.
Course Aims	The BA (Hons) Marketing and BA (Hons) Marketing with Placement aim to: 1. Develop academically confident graduates equipped for a variety of future careers with European and international perspective through the provision of a supportive learning environment that nurtures an understanding of marketing theory and practice. 2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity, and strategic and ethical decision making in a broadly global commercial context. 3. Enhance employability by embedding professional and academic skills development throughout the course; by providing continuing career support; and opportunities for placements, internships, volunteering and networking. 4. Deliver a future-fit curriculum, flexible and responsive to the emerging needs of the profession. 5. Optimise professional body accreditations to provide pathways through successful career development within a chosen marketing profession or specialism.

	The BA (Hons) Marketing with Placement additionally aims to:
	1. Develop an understanding through application of soft skills in the workplace.
	2. Provide the opportunity to appreciate what the operations of a workplace involve through the activities of various professionals, and how the student, as an individual, fits into other disciplines within the workplace.
	3. Encourage students to apply the principles, theories and frameworks of marketing theory in making business decisions and to develop concrete ways to demonstrate employability in a competitive job market.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** A1: the dynamic nature of a range of markets and their operations including international and emerging B2B and B2C markets for services and goods. A2: customer and consumer relationships and behaviour; the creation of value and service; and the development of awareness, engagement and sales. A3: risk and its impact upon the organisation's goals and finances in the development of strategic and tactical marketing plans involving innovation and IPR. A4: current thinking about organisational behaviour, organisational structure, leadership, management and the impacts of cross cultural issues, change, diversity and the values of social responsibility. A5: communications and the impact of marketing interventions on all stakeholders and the supply chain using digital and non-digital technologies. A6: specialist marketing issues at UK, European and international levels. b) **Students will develop their intellectual skills such that they are able to:** B1: solve marketing and business problems pragmatically through critical analysis. B2: identify, analyse and evaluate data, information and appropriate methodologies, and apply the digital literacy necessary to support evidence-based decision-making. B3: identify and apply the drivers of customer satisfaction, repeat purchase, and marketing success, and avoid the causes of business failure. c) **Students will acquire and develop practical skills such that they are able to:** C1: develop the ability to act entrepreneurially to generate, develop and communicate ideas, create, manage and exploit intellectual property, and gain the appropriate support to deliver successful outcomes. C2: use quantitative skills to manipulate data, evaluate, estimate and model marketing problems, functions and phenomena. C3: develop interpersonal skills in effective listening, negotiating, persuasion and presentation and use these skills in generating and collaborating with business contacts.

	C4: develop the ability to work collaboratively and effectively both internally and externally to the organisation with an awareness of mutual interdependence.
	d) Students will acquire and develop transferrable skills such that they are able to:

D1: build and maintain working relationships with people from a range of cultures.
D2: articulate and effectively explain information.
D3: develop communication and listening skills including the ability to produce clear, structured business communications in a variety of media.
D4: develop emotional intelligence and empathy.
D5: use conceptual and critical thinking, analysis, synthesis and evaluation.
D6: develop the self-reflective and self-management skills that engender flexibility, resilience, sensitivity to diversity and the assertiveness to accept responsibility and appropriately plan, organise and manage time. |

C. Teaching and Learning Strategy

The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class
Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom; real-world contextualisation is embedded into each module at Level 5, where students explore today's marketing management roles through the six industry supported modules.

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 amongst our diverse student body.

Students will engage with subject knowledge during seminars through written or "live" case study analysis to reinforce and contextualise key lecture topics, and also through debate and discussion. At level 4 there is greater emphasis on the acquisition of knowledge of process thus question practice and repetition of process are key to learning.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Self-managed learning
Self-managed learning activities to supplement and consolidate classroom based activity include: reading recommended texts and relevant journal articles, 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).

Throughout the suite of undergraduate marketing courses the School intends to expand its use of technology for learning and assessment, through the common first year initially and then through core modules across this marketing programme. Although there is already an expectation that every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; 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 merely as a document repository.

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

In-class
Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and practitioner-driven live cases to develop critical evaluation of relevant information and problem solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical argument.

At level 4 in particular, support is given to basic cognitive skills development and student research practice via the Concepts of Management module.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the programme their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to rather more complex case study problems through which independence of thought and practice are developed.

Research skills are introduced via the Concepts of Management module at level 4, but are predominantly developed at levels 5 via coursework application and extensively through live case study analysis and the project module at Levels 5 and 6.

Self-managed learning
Self-managed learning activities supplement in-class learning and include the reading and critique of academic journals and especially at Level 6, their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line 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.

In-Class
Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.

The key practical skills are embedded in module delivery, and built throughout each level demonstrating progressive development. As students move through the course there is a shift towards a greater emphasis on application in a live business context, although there is a series of workshops at level 4 developing enterprise awareness and the entrepreneurial mind-set.

Self-managed learning
The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students, which will help develop and demonstrate skills in innovation, creativity, and enterprise initially in the following areas:

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 freshers' 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.

These skills are specifically taught and developed through dedicated modules for example the Concepts of Management and Marketing in a Digital World modules at level 4 and the Communications Manager and Insight Manager modules at level 5.

Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In-class
Methods are to be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across all levels.

Spread sheet, planning and problem solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data, and emphasis is placed at all levels on the presentation and communication of data with a storyline.

Transferable skills are developed throughout the teaching and learning seminars and workshops using small group discussions, student led presentations, exercises and case studies.

Self-managed learning
Reflective practice and work planning are skills expected to be developed out of class hours. As above, elements of the school's Student Enterprise Strategy will assist in helping students to develop a range of transferable skills as well as developing a network of business contacts. Key activities are:

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 freshers' 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.

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.

In-class testing with peer marking and feedback is a key formative assessment method early in the programme supported by additional online tests with automatic feedback via the VLE.

As students' progress through the course, in-class debate and discussion and some formative written work will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward

into future delivery.

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

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

Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6) academic essays (at level 5 - 6). Group work (at levels 4 - 6), and individual assignments (at levels 4 - 5) include exhibitions, debates, client briefings & other types of presentation.

Examinations where employed incorporate a variety of approaches including seen and unseen papers in order to assess the acquisition of knowledge and the demonstration of understanding across a broad range of the syllabi content.

At level 4, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes.

As students move through the academic levels, examinations are frequently used to assess the application of knowledge under time-pressure to evaluate scenarios in business and marketing and make recommendations. These skills are also assessed via more extensive coursework in a variety of forms, for example exhibitions or longer written reports.

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.

Summative assessment will be via closed book examination, and individual and group coursework through which practical skills can be demonstrated. 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.

The summative assessment of transferable skills is delivered through a variety of methods.

Group work based on projects and case studies is used to assess team working, leadership, communication and reflective skills.

Written communication is developed through report writing in various business genres.

Verbal communication skills are developed through presentations at every level.

Numeracy skills are assessed in modules at all levels throughout the marketing degrees.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following (2017 entry and each subject to annual review):

- 260 UCAS tariff points (104 new UCAS points)
- BTEC National Diploma – 280 UCAS Tariff Points/DMM (112 new UCAS points)
- Relevant recognised Access Courses (106 new UCAS points)
- Any other Level 3 qualification which is of equivalent standard.

14.2   Accreditation of Prior Learning (APL)
All awards for APL will be in line with the University's policy and current academic regulations.

14.3   Transfer credit

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU.

Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

G. Course structure(s)

Course overview

BA (Hons) Marketing
The course is structured around 360 credit points. The course offers the award name of BA (Hons) Marketing. The BA (Hons) Marketing degree is offered as a three-year full time course and as a four-year part-time course. The course structure information is shown below, followed by the listing of the new marketing option modules offered.

At each level all full-time students study for 120 credits. Part-time students study eighty or one hundred credits a year alongside a full time cohort, achieving 360 credits in four years. For both full-time and part-time students, the 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 offering will vary for students on the part-time mode. The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

BA (Hons) Marketing with Placement
Substantially as above for the BA (Hons) Marketing degree course, but with an added year after level 5. As such, the student studies for four years and not three. Students can elect to take the optional one-year work placement at the start of their university career or switch to it as they progress, although every effort will be

made to encourage the student to decide early on, to facilitate the early attainment of a placement. Students deciding on the work placement route will be advised by the employability unit of the university and by marketing academics as to appropriate positions and every effort will be made to match acquired skills and knowledge with the placement.

The assessment of the placement is designed to support the experience by formalising personal development outcomes, and by contextualising prior learning. The production of evidence over the period for submission to the module tutor, which includes a minimum of two workplace visits, will be used to determine whether the student gains a pass or fail for the work placement. Regular on-line contact with tutors and placement support will be maintained throughout the period. Details of the assessment procedure can be found in the module guide.

Only those students eligible under current United Kingdom legislation to work in the United Kingdom will be able to take this module. In addition, students will not be allowed to carry modules over from level 5 into their work placement year. Any student carrying modules forward from level 5 will not be allowed onto the work placement module. Instead they will proceed to their final year of the BA (Hons) Marketing degree assuming all progression rules have been satisfied.

The requirement to achieve 360 credits in order to graduate with BA (Hons) Marketing with Placement will remain in place. The BA (Hons) Marketing with Placement will not be offered as a part-time route of study.

BA (Hons) Marketing– Full time

	Semester 1		**Semester 2**	
Level 4	Concepts of Management	20	People & Organisations	20
	Accounting & Finance for Managers	20	Business Economics	20
	Principles of Marketing	20	Marketing in a Digital World	20
Level 5	The Consumer Behaviour Analyst	20	The Channel Manager	20
	The Communications Manager	20	The Innovation & Product Manager	20
	The Insight Manager	20	Option 1	20
	OPTIONAL ONE YEAR PLACEMENT PERIOD			
Level 6	Brand Management	20	Marketing Strategy & Planning	20
	International Marketing	20	Option 2	20
	Marketing Project		Marketing Project	40

BA (Hons) Marketing single honours part-time mode

Part-time students study with the full time cohorts over four years. Option slots in the structure therefore coincide and available options will be open to part time students, although the one-year placement option is not open on this degree. By stretching the delivery over four years it is possible to limit contact hours so that more employers are willing to grant days-release to part time students.

	Semester 1		Semester 2	
Year 1	Principles of Marketing	20	People & Organisations	20
	Concepts of Management	20	Business Economics	20
			Marketing in a Digital World	20
Year 2	The Consumer Behaviour Analyst	20	The Channel Manager	20
	Accounting & Finance for Managers	20	The Innovation & Product Manager	20
Year 3	The Communications Manager	20	Option 1	20
	The Insight Manager	20	Option 2	20
Year 4	International Marketing	20	Marketing Strategy & Planning	20
	Marketing Project	20	Marketing Project	20
	Brand Management	20		

BA (Hons) Marketing Project

All marketing students are required to undertake a 40 credit final year marketing project at Level 6. The project is a distinctive feature of the BA Marketing degree programme. It gives students the opportunity to manage their own learning under the guidance of a supervisor and to conduct a complex study in an area within the marketing field in-depth.

The significance of the project extends well beyond its credit value because of its complex nature and because it is an envelope of total learning which offers the student the chance to demonstrate skills developed over the three years.

Placements information

To be agreed with the Course Director

H. Course Modules

Options will only run if there is sufficient demand.
Students will be notified by email if an option ceases to be available.

Module Code	Module Title	Level	Semester	Credit value	Assessment

	Concepts of Management	4	1	20	Coursework
	Principles of Marketing	4		20	Coursework
	People & Organisations	4		20	Coursework
	Business Economics	4		20	Coursework
	Marketing in a Digital World	4		20	Coursework
	The Consumer Behaviour Analyst	5		20	Coursework
	Accounting & Finance for Managers	4		20	Coursework
	The Channel Manager	5		20	Coursework
	The Innovation & Product Manager	5		20	Coursework
	The Communications Manager	5		20	Coursework
	The Insight Manager	5		20	Coursework
	International Marketing	6		20	Coursework
	Marketing Project	6		20	Coursework
	Brand Management	6		20	Coursework
	Marketing Strategy & Planning	6		20	Coursework
	Marketing Project	6		20	Coursework
	OPTIONS				
	The Customer Experience Manager	5		20	Coursework
	or any validated & timetabled Business School L5 module without prerequisites.	5		20	Various
	Direct & Digital Marketing Strategy	6		20	Coursework
	PR, Propaganda and Persuasive Communication	6		20	Coursework
	or any validated & timetabled Business School L6 module without prerequisites.	6		20	Various

I. Timetable information

The course is currently 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 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 to students via the university's 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 & laptops) which students can use, however it would be beneficial to students if they had their own lap top device which can be used both in the classroom and for private study.

If students spend time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within their fee.

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: Educational Framework (undergraduate 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	Codes	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
4	Marketing in a Digital World		tda	tda	tda	d	tda		tda	tda	tda	tda	tda	tda	tda	d	tda	da	d	tda	d
5	The Channel Manager		tda	tda	td	tda			tda	td	tda	tda	td	td	d	da	tda	da	da	ta	
5	The Consumer Behaviour Analyst		d	tda			tda			tda		d				tda		d	da	da	d
5	The Communications Manager		tda	tda	tda	d	tda		tda	tda	tda	tda	tda	td	d	d	da	da	d	da	da
5	The Innovation and Product Manager		tda	tda	td	d	tda		tda	tda	tda		tda	tda		d	da	tda	d	tda	d
5	The Insight Manager		d	tda		da	da		tda	tda			tda		da	d	da	da	tda		da
5	Creative & Media Planning **(option)**		tda	tda	tda		tda	tda	da	tda	da	d	d	da	da	d	da	da	d	d	d
5	*Luxury!* **(option)**			tda			tda	tda	td	tda	d		tda	da			da	da			
5	The Media Relations Manager **(option)**			tda	td	tda	tda	tda	d	d	d	tda		tda	tda	tda	tda	tda	td	tda	td
5	The Customer Experience Manager **(option)**		tda	tda		d	td	tda	tda	da	tda	da	da	da	da	d	da	da	d	da	d

Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
5	Marketing Placement **(option)**		da	da	da	da	da	da	da	d	da	d	d	da	d	d	d	d	d	d	da
6	International Marketing		tda	tda	da		d	tda	tda	tda	tda			tda		da		da			
6	Brand Management		tda	tda	tda	d	tda		tda	tda	tda	d	tda	d	d	**d**	**da**			**tda**	
Level	**Title**	**Code**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
6	Marketing Strategy & Planning		tda	tda	tda	da	da		da	da	da	d	da	d	da	d	d	d			
6	Marketing Project		da	da	da	da	da		da	da	da	da	da	da			da	da	d	da	da
6	Direct & Digital Marketing Strategy **(option)**		tda	tda	tda		tda	tda	da	tda	tda	da	tda	da	da	d	da	da	d	d	d
6	PR, Propaganda and Persuasive Communications **(option)**				tda	da	tda	tda	tda	tda	tda	tda		tda	tda	tda	tda	tda	tda	tda	tda

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course	
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The degree is accredited by the Chartered Institute of Marketing (CIM). Graduating with a 2:2 or above qualifies the student for an exemption against one of the three modules that make up professional marketing qualifications, the CIM Certificate and CIM Diploma in Professional Marketing. The professional body requirements inform the course content and design. This accreditation provides affirmation that students completing the course develop the correct level of skills knowledge and attributes necessary for successful transition into the profession on graduation. The team teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible To support this aim the team work as one networked community with our stakeholders to provide opportunities for students through guest lectures, employer panels and live case studies This thread runs throughout the course at all levels.	
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to	The degree is accredited by the Chartered Institute of Marketing (CIM). Graduating with a 2:2 or above qualifies the student for an exemption against one of the three	

	support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	modules that make up professional marketing qualifications, the CIM Certificate and CIM Diploma in Professional Marketing. The professional body requirements inform the course content and design. This accreditation provides affirmation that students completing the course develop the correct level of skills knowledge and attributes necessary for successful transition into the profession on graduation. The team teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible To support this aim the team work as one networked community with our stakeholders to provide opportunities for students through guest lectures, employer panels and live case studies This thread runs throughout the course at all levels.
High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	All Courses and each level has at least one element of group coursework. At Level 4 this is embedded within the Concepts of Management module and the People and Organisations module. Students are allocated groups for the Concepts of Management module to ensure diversification. During this module students complete a Belbin analysis of group skills so that they are reflecting on diversity of mindset and skills in addition to ethnicity, gender and age. Values are also explored in the COM module and the team

		discuss the benefits of alternative lenses and respecting boundaries, and work in partnerships and the setting up of a partnership agreement.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format.	
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class provided by tutors and peers. Students always have the opportunity to use the feedback to feed forward into the final summative assessment.	
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate	Students complete a market research module at level 5 which includes a research project involving both secondary and primary research and presentation of findings	

	dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	A live brief is used in the Marketing Strategy & Planning module at level 6 and live cases are included in modules at level 5.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	All of our modules are delivered with a commitment to the inclusive curriculum. All case studies, images and resources are drawn upon to reflect the diversity of our cohort.

Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	We deliver Applied Character Based education whereby students work on case study, live briefs from employers. They can go on placements, internships and work on simulations (eg. SimVenture).
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Writing in the discipline is embedded throughout the programme and builds from level 4 upwards. Students develop their understanding of Business report writing, Client briefs, presenting information in number and cart format and Business communications more generally. Many of the modules are assessed via presentation and pitching which are essential skills for the business professional.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>	Students have the opportunity to work in our Business Solutions Centre, an externally

	Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	facing consultancy working on cross disciplinary projects with live customer briefs. In addition, they all have the opportunity to take up an internship or placement. All students have the opportunity to work in the curricular on live briefs supplied by employers.	
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Modules are assessed using a wide variety of methodologies, these include: - Group work - Individual work - Presentations - Peach Kuchma - Essay - Report - Reflection - Spreadsheet - Diaries - Pitching - Posters - Examination - Test Most course works are built around case study and alternate assessments are made available where necessary. A mix of assessments are used at each level and on each programme and are appropriate to each discipline. Some are guided by professional body requirements	
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-	Core values of students are explored at Level 4, enabling them to consider careers that give them happiness and satisfaction and that align to whom they are and what they want to be, how they want to	

	related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	live their lives. At level 5 all students receive in curricular an Employability hour (12 x 1 hour), in which they receive guidance on the job market, CVs, on line profile ned social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centres. This is supported by industry and professional body guest lectures and alumni We run a series of extracurricular events and workshops to support and run our annual employability day which all students can engage in, culminating in an alumni networking session. At level 6 we have a Leadership club to support self-selecting students to network at a higher level and to provide further 'leadership' development and we develop their ability to narrate their own journey. We are to pilot an alumni mentoring programme in 18/19.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.		

Appendix C: Terminology

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

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 earning
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

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