



| A. Course Information | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|----------------|------|--------------|---------------|----------------|-----------|---------|-----------|------|--|---------|-----------|------|-----------|--|--|--|--|--|--|--|
| Final award title(s) | BA (Hons) Marketing with Advertising & Digital Communications BA (Hons) Marketing with Advertising & Digital Communications with Placement | | | | | | | | | | | | | | | | | | | | | | |
| Intermediate exit award title(s) | Certificate of Higher Education (CertHE) Marketing Diploma of Higher Education (DipHE) Marketing | | | | | | | | | | | | | | | | | | | | | | |
| UCAS Code | | Course Code(s) | 4941 | | | | | | | | | | | | | | | | | | | | |
| | London South Bank University | | | | | | | | | | | | | | | | | | | | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS | | | | | | | | | | | | | | | | | | | | | | |
| Division | | | | | | | | | | | | | | | | | | | | | | | |
| Course Director | Helen Aston | | | | | | | | | | | | | | | | | | | | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i> | | | | | | | | | | | | | | | | | | | | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> <input type="checkbox"/> Other please specify | | | | | | | | | | | | | | | | | | | | | | |
| Length of course/start and finish dates | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3 years</td> <td>September</td> <td>July</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td>4 years</td> <td>September</td> <td>July</td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | 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 | | | | Part time with Placement/ sandwich year | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | |
| 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 with 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] | | | | | | | | | | | | | | | | | | | | | | |

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| 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 | <ul style="list-style-type: none"> ❖ Provides a broad-based course of study in Marketing, with a strong emphasis on the professional management of the Advertising and Digital Communications functions. ❖ 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 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, along with advanced alumni relationships offering the opportunities to develop social capital and build professional networks. ❖ Accreditation with the Chartered Institute of Marketing through taught modules ❖ The opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing. ❖ A wide choice of stimulating module options at Level Five. ❖ Advanced entry for suitably qualified applicants. |
| Course Aims | <p>The BA (Hons) Marketing with Advertising & Digital Communications and BA (Hons) Marketing with Advertising & Digital Communications with Placement aim to:</p> <ol style="list-style-type: none"> 1. Develop academically confident graduates equipped for a variety of future careers with European and international perspective within marketing communications 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. |

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| | <p>5. Optimise professional body accreditations to provide pathways through successful career development within a chosen marketing profession or specialism.</p> <p>The BA (Hons) Marketing with Advertising & Digital Communications with placement additionally aims to:</p> <ol style="list-style-type: none"> 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. |
| <p>Course Learning Outcomes</p> | <p>a) Students will have knowledge and understanding of:</p> <p>A1: the dynamic nature of a range of markets and their operations including international and emerging B2B and B2C markets for services and goods.</p> <p>A2: customer and consumer relationships and behaviour; the creation of value and service; and the development of awareness, engagement and sales.</p> <p>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.</p> <p>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.</p> <p>A5: communications and the impact of marketing interventions on all stakeholders and the supply chain using digital and non-digital technologies.</p> <p>A6: specialist marketing issues within advertising and digital communications</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1: solve marketing and business problems pragmatically through critical analysis.</p> <p>B2: identify, analyse and evaluate data, information and appropriate methodologies, and apply the digital literacy necessary to support evidence-based decision-making.</p> <p>B3: identify and apply the drivers of customer satisfaction, repeat purchase, and marketing success, and avoid the causes of business failure.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>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.</p> <p>C2: use quantitative skills to manipulate data, evaluate, estimate and model marketing problems, functions and phenomena.</p> |

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| | <p>C3: develop interpersonal skills in effective listening, negotiating, persuasion and presentation and use these skills in generating and collaborating with business contacts.</p> <p>C4: develop the ability to work collaboratively and effectively both internally and externally to the organisation with an awareness of mutual interdependence.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1: build and maintain working relationships with people from a range of cultures.</p> <p>D2: articulate and effectively explain information.</p> <p>D3: develop communication and listening skills including the ability to produce clear, structured business communications in a variety of media.</p> <p>D4: develop emotional intelligence and empathy.</p> <p>D5: use conceptual and critical thinking, analysis, synthesis and evaluation.</p> <p>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.</p> |
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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 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.

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.

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 with Advertising & Digital Communications

The course is structured around 360 credit points. The course offers the award name of BA (Hons) Marketing with Advertising & Digital Communications. The degree is offered as a three-year full 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. 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 of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

BA (Hons) Marketing with Advertising & Digital Communications with Placement

Substantially as above, 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 with Advertising & Digital Communications degree assuming all progression rules have been satisfied.

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

BA (Hons) Marketing with Advertising & Digital Communications

| | 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 | Creative & Media Planning | 20 |
| | The Communications Manager | 20 | The Innovation & Product Manager | 20 |
| | The Insight Manager | 20 | Option | 20 |
| Level 6 | Brand Management | 20 | Marketing Strategy & Planning | 20 |
| | Advertising Account Planning | 20 | Direct & Digital Marketing Strategy | 20 |
| | Marketing Project | | Marketing Project | 40 |

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 with Advertising & Digital Communications degree programme. It gives students the chance 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.

It is not required to explore the specialist field, but it may do so.

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

All placements to be agreed with 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 | | 20 | Coursework |

| | | | | | |
|--|--|---|--|----|------------|
| | Accounting & Finance for Managers | 4 | | 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 |
| | The Communications Manager | 5 | | 20 | Coursework |
| | The Insight Manager | 5 | | 20 | Coursework |
| | Creative & Media Planning | 5 | | 20 | Coursework |
| | The Innovation & Product Manager | 5 | | 20 | Coursework |
| | Brand Management | 6 | | 20 | Coursework |
| | Advertising Account Planning | 6 | | 20 | Coursework |
| | Marketing Project | 6 | | | Coursework |
| | Marketing Strategy & Planning | 6 | | 20 | Coursework |
| | Direct & Digital Marketing Strategy | 6 | | 20 | Various |
| | Marketing Project | 6 | | 40 | Coursework |
| | OPTIONS | | | | |
| | The Customer Experience Manager | 5 | | 20 | Coursework |
| | ... or any validated & timetabled Business School L5 module without prerequisites. | 5 | | 20 | Various |
| | PR, Propaganda and Persuasive Communication | 6 | | 20 | Coursework |
| | ... or any validated & timetabled Business School L6 module without prerequisites. | 6 | | 20 | Various |

I. Timetable information

This course is delivered over three days per week but this may be subject to change if change is needed to enhance your experience.

Outside of the standard delivery you are expected to engage in extra curricular activity, work placements and private study.

You can expect to receive a confirmed timetable during Welcome Week and you 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

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- 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.

| Level | Modules Title | Codes Code | Codes | | | | | | | | | | | | | | | | | | |
|-------|--|---------------|-------|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|-----------|-----|-----|------------|----|
| | | | 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 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 | | tda | tda | tda | | tda | tda | da | tda | da | d | d | da | da | d | da | da | d | d | d |
| 5 | The Customer Experience Manager (option) | | tda | tda | | d | td | | tda | da | tda | da | da | da | da | d | da | da | d | da | d |
| 5 | Marketing Placement (option) | | da | da | da | da | da | d | da | d | da | d | d | da | d | d | d | d | d | d | da |
| 6 | Brand Management | | tda | tda | tda | d | tda | | tda | tda | tda | d | tda | d | d | d | da | | | tda | |
| 6 | Advertising Account Planning | | tda | tda | | | tda | tda | da | d | d | | d | da | da | d | da | da | | d | d |

| | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------------------------|--|-----|-----|-----|----|-----|-----|----|-----|-----|----|-----|----|----|---|----|----|---|----|----|
| | | | | | | | | | | | | | | | | | | | | | |
| 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 | | tda | tda | tda | | tda | tda | da | tda | tda | da | tda | da | da | d | da | da | d | d | d |

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 |
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| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u> 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.</p> | <p>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.</p> <p>The professional body requirements inform the course content and design.</p> <p>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.</p> <p>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</p> <p>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.</p> |
| Embedded learning development | <p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning</p> | <p>All modules at Level 4 are designed to support student transition into Higher</p> |

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| | <p>development in the curriculum to 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.</p> | <p>Education and academic preparedness.</p> <p>The Concepts of Management module has a specific focus on learning support and has the Be coaching programme embedded within it.</p> <p>Financial Accounting Fundamentals and Economics has a particular focus on analytical thinking.</p> <p>The Concepts of Management and People and Organisations module develops reflection.</p> <p>Academic writing is explored across all modules and The Principles of Marketing Module has a focus on critical reading.</p> <p>All modules make cross reference to each other and reinforce learning and development throughout the students' journey.</p> | |
| <p>High impact pedagogies</p> | <p><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.</p> | <p>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.</p> <p>Students are allocated groups for the Concepts of Management module to ensure diversification.</p> <p>During this module students complete a Belbin analysis of group skills so that they are reflecting on diversity of mind-set and skills in addition to ethnicity, gender and age.</p> <p>Values are also explored in the COM module and we also discuss the benefits of alternative lenses and respecting boundaries, and work in partnerships and the</p> | |

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| | | setting up of a partnership agreement. |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>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.</p> | All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format. |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>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.</p> | <p>All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class provided by tutors and peers.</p> <p>Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p> |
| High impact pedagogies | <p><u>Research and enquiry experiences</u></p> <p>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 dissertation at level 6, courses should provide opportunities for students to</p> | Students complete a market research module at level 5 which includes a research project involving both secondary and primary research and presentation of findings |

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| | 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 | <p><u>Authentic learning and assessment tasks</u></p> <p>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.</p> | 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 | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>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.</p> | <div style="border: 1px solid black; padding: 5px;"> <p>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.</p> </div> |
| Curricula informed by | <u>Work-based learning</u> | We deliver Applied Character Based education whereby students work on |

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| <p>employer and industry need</p> | <p>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.</p> | <p>case study, live briefs from employers. They can go on placements, internships and work on simulations (eg. SimVenture).</p> | |
| <p>Embedded learning development</p> | <p><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.</p> | <p>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.</p> | |
| <p>High impact pedagogies</p> | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> | <p>Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on</p> | |

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| | <p>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.</p> | <p>cross disciplinary projects with live customer briefs.</p> <p>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.</p> |
| <p>Assessment <i>for learning</i></p> | <p><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.</p> | <p>Modules are assessed using a wide variety of methodologies, these include:</p> <ul style="list-style-type: none"> • Group work • Individual work • Presentations • Peach Kuchma • Essay • Report • Reflection • Spreadsheet • Diaries • Pitching • Posters • Examination • Test <p>Most course works are built around case study and alternate assessments are made available where necessary.</p> <p>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.</p> |
| <p>Curricula informed by employer and industry need</p> | <p><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</p> | <p>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</p> |

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| | <p>professions, be able to build on work-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.</p> | <p>want to be, how they want to live their lives.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>We are to pilot an alumni mentoring programme in 18/19.</p> |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><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.</p> | |

Appendix C: Terminology

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

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

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

