**Undergraduate Marketing Programmes**

**BA (Hons) Marketing**

**BA (Hons) Marketing (Advertising and Public Relations)**

**BA (Hons) Marketing (Consumer Psychology)**

**BA (Hons) Marketing (Digital)**

**BA (Hons) Marketing (Retailing)**

**BA (Hons) Marketing (Professional Practice)**

**Faculty of Business, Law and Social Science**

## Section One

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| Programme Philosophy |
| Inspiring our students in all aspects, our programmes will prepare you for a career in marketing, equipping you with the practical skills required to make an immediate impact and the conceptual framework to make a long-term difference.Marketing is an ever evolving discipline, constantly responding to changes in technology, consumer behaviour and the wider business and economic environment. To be successful in this field not only requires a depth understanding of the core principles, but also relies on having the acumen and practical abilities to apply and adapt this knowledge in a wide variety of scenarios. Businesses value marketing more than ever due to its ability to identify opportunities and shape customer experiences. This suite of undergraduate marketing programmes is distinct in that it has been designed to allow you to acquire the core foundations needed for a successful career in marketing as well as enabling you to follow a variety of specialisms. Industry is increasingly demanding that marketing graduates are multi-skilled, driving innovation and revenue growth in a wide variety of ways. These degrees uniquely combine essential marketing knowledge and skills with valued specialisms, giving you the practical and professional skills that employers seek. As demand for marketers continues to grow a depth of knowledge and acquisition of specialist skills mean that you have the understanding and ability to adapt to different situations and projects, an attribute that is highly valued by employers.Therefore, the underlying ethos of these degrees is that practice based learning is designed into every single module and the way that we teach you. We will give you industry aligned experiences that will ensure that you have the knowledge and skills that employers demand. You will be given live client briefs to work on, the opportunity to create your own artefacts, the chance to assimilate multiple marketing management roles, and the scope to design plans and campaigns that are real and viable. Being employability focused means more than securing a role on graduation, it is an enduring principle that ensures that you have the resources and competencies to maximise your future career opportunities. We do this by having a staged approach to your learning.In year one we will ensure that you have the correct theoretical underpinning knowledge required. You will understand the major theories, principles, concepts and become familiar with the practices of marketing within a wider business context. The theme for year two is professional practice, where increasingly you will utilise principles of marketing practice in an operational context. Using a range of marketing and business techniques you will learn how to design solutions to a set marketing problem. The final year has a strategic focus that will allow you to synthesize concepts to create innovative marketing plans. You will be able to compose and construct effective methods of communicating marketing concepts and other relevant work, accurately and reliably using a range of specialist techniques and practices. The result of this learning approach means you will have the practical skills needed for all stages of your career, placement through to graduation and beyond. You will possess the intellect needed to lead and shape marketing strategies of the future and with the distinct advantage of having core principles of marketing combined with unique specialisms you will also have practical working knowledge, not just understanding, to drive marketing activity in any organisation. |
| Programme AimsThis section articulates the programme learning aims framed by the five themes of the Academic Plan. |
| 1. Pursuing Excellence
 | Through the integration of practice and academic theory, produce critical and creative marketers that have the understanding and skills needed to deliver innovative marketing strategies and ideas now, and in the future. This will be achieved by:1. Innovative curriculum design that blends traditional concepts and emerging themes.
2. Capitalisation of the wide reaching industry experience of the teaching team.
3. Integration of practice based learning into teaching, assessment and co-curriculum activities.
4. Blended learning approach, utilising technology in the classroom, as well for supporting students outside of it.
5. Flexibility of route allowing students to complete either 3 years’ full time, 3 years’ sandwich or as a 4-year sandwich.
6. Flexibility of subject specialism.
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| 1. Practice-led, knowledge-applied
 | Prepare students for a career in marketing by integrating professional skills into teaching, assessment and co-curriculum activities.This will be achieved by:1. Applied practice based in-class activities.
2. Practice led assessments.
3. Co-curriculum activities such as student led marketing agency, competitions and accredited supplementary classes eg Google Digital Garage.
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| 1. Interdisciplinarity
 | Provide students with the opportunity to develop additional specialist skills of their choice, by offering a distinct suite of interrelated programmes.This will be achieved by:1. Allowing students to select a specialist pathway from a number of subject areas, irrespective of the programme entered, through the use of a common first year. There are four pathways, each offering a different and distinct perspective of a specialist area of marketing, with 140 credits devoted to each specialised pathway.
* Consumer Psychology

The importance of consumer behavior has always been vital for marketers, however with advances in psychology and the growth of neuromarketing, it is heightening the focus. This pathway allows students to blend psychology into their programme enhancing their understanding of the decision-making processes of buyers, both individually and in groups, addressing the influence of thoughts, beliefs, feeling and perceptions of a consumer’s buying decisions. This pathway combines the creativity of marketing and the science of psychology to help capitalise on this evolving discipline. * + Advertising and Public Relations

Covering all of the major disciplines in the creative sector, this pathway develops the skills needed in today’s complex media environment. Combining creativity and a variety of communication skills, students will have the knowledge and aptitude to design and create solutions for any business problem.* + Digital

Although digital marketing is no longer new and firmly established in most business, there is still a need to understand how to maximise technology for commercial gain. This pathway focuses on the important issue of application showing how to use digital media and emerging technologies strategically. It will allow students to understand the nuances and challenges of the rapidly evolving digital landscape.* + Retailing

With retail seeing a resurgence in Birmingham due to many renowned shopping areas emerging, this pathway allows students to understand the current complexities facing retailers and all businesses today. Through this appreciation, you will learn how to utilise retail channels, and design strategies for different types of retail business.1. Design an efficient interrelated suite of programmes and modules that will allow pathways to be added and changed in line with practice based developments and student demand. Currently the interrelated suite has four pathways, by having an underpinning robust set of marketing modules, it allows pathways to be added or changed in line with business environment without compromising the current student experience.
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| 1. Employability-driven
 | Enable students to develop key transferable skills that are essential to a career in marketing, ensuring that they meet the needs of employers and the standards set out by the Chartered Institute of Marketing.This will be achieved by:1. Collaboration with the business community for teaching purposes such as the use of live client projects.
2. Co-curriculum activities such as the externally facing, student led marketing agency that acts upon live client briefs.
3. Meet accreditation requirements of Chartered Institute of Marketing.
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| 1. Internationalisation
 | Via the curriculum and the study abroad initiative, ensure students have the opportunity to appreciate the global economy and cultural diversity of other countries. This will be achieved by:1. Supporting students through the Erasmus and Study Abroad programmes
2. Provide co-curriculum opportunities through such activities as sponsored trips.
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| Programme Learning OutcomesThis section articulates the programme outcomes, specifying the intended knowledge and skills that you will acquire as a result of completing your programme.  |
| **Programme Overview:**The suite of undergraduate marketing programmes is a series of six interrelated programmes that have been designed to meet the diverse areas of specialisms found with practice. This suite is distinct in that it offers you a set of pathways that you can choose from irrespective of the programme that you entered on. The degrees have 220 credits of essential marketing knowledge combined with 120 credits of specialist subject areas, allowing you to develop additional specialist skills of your choice and career aspirations, alongside the core underpinning market concepts you will need in practice. Each programme in the suite has been designed to:* Equip students with the ability to apply marketing theory and practice in a variety of business situations.
* Develop key transferable skills that are essential to a career in marketing.
* Meet the accreditation requirements of Chartered Institute of Marketing.
* Provide students with the opportunity to develop specialist marketing skills of their choice.

Students can switch to a named pathway (or route in the case of professional practice version) after the first year, as all level 4 modules are common to all programmes. On successful completion of this level, you will be able to choose a specified degree pathway or route from the following list:BA Marketing (Advertising and Public Relations)The competition for consumers' attention grows stronger every day, which is why companies need specialist marketing communications experts. Enhancing brands and organisations skills in advertising and public relations allow rich narratives to be created, a must in a content rich environment. Covering all of the major disciplines in the creative sector, this pathway allows you to develop the skills needed in today’s complex media environment. BA Marketing (Consumer Psychology)Consumer psychology is shaping marketing like never before with more demand than ever to understand how consumer’s think and behave.  This pathway combines the creativity of marketing and the science of psychology to help you capitalise on this growing discipline.BA Marketing (Retailing)With retail seeing a resurgence in Birmingham with many renowned shopping areas emerging, this pathway allows you to understand the current complexities facing retailers and all businesses in terms of how encourage consumers to purchase. Combining theory and practice, students will learning how to create value led retail experiences that drive revenue growth, a skill vital to the success of any business.BA Marketing (Digital)Whilst digital marketing is no longer seen as something new and now firmly established in most businesses, there still remains a need to understand how to maximise the technology for commercial gain.  This pathway focuses on the important issue of how to use digital media strategically, going beyond appreciation and understanding with the emphasis on application of digital media for commercial gain. These skills are coveted by many businesses given the rapid growth and the real focus on building communities and using content to facilitate brand engagement. It is not just about increasing brand exposure but establishing a position in the digital market as a thought-leader, and this pathway will enable you to do that.BA MarketingAny student not taking a named pathway can select any option modules from any pathway, and graduate in BA Marketing. This programme therefore allows students to appreciate the core building blocks of marketing but also select specialise options from any of the pathways, that are of particular interest. Flexibility is the core ethos of this programme, allowing students to become robust marketing professionals with the practice based skills needed for a successful marketing career.BA Marketing (Professional Practice)This programme students provides the flexibility of route in contrast to flexibility of pathway. Professional practice degrees are a new way to study a sandwich degree in three years. This unique professional practice business degree is designed to fast-track your professional development and help you apply your studies to your work experience. You’ll spend your third and final year combining study with a paid work placement within a business, giving you the skills and experience to progress into your full- time career. The suite of programmes has been designed based on research and feedback from students and practitioners. Not only does it meet the need of employers by combining core, essential marketing knowledge with a specialist knowledge area, it also provides you, our students, with a high degree of flexibility. From primary research undertaken with students, this was identified as a core requirement, as it allows you to take a more considered approach to your desired specialism once your knowledge of marketing has developed in more depth over the course of your first year. Underpinning your programme learning outcomes are distinct level learning outcomes that progress you from a level of comprehension of subject matter, to applied practice, advancing to strategic focus. This is in line with the programme philosophy of ensuring that students can make an immediate impact on graduation but also possess the conceptual framework to make a long term difference. The level learning outcomes for each stage are:Level 4 (first year) – Theoretical Underpinning* Knowledge and understanding of the major theories, principles, concepts of marketing.
* Familiarity with the practices of marketing within a wider business context.
* Acquisition of key transferable skills essential to a career in marketing.
* Productive use of acquired marketing knowledge and transferable skills within a defined marketing environment.

Level 5 (second year) – Professional Practice* Differentiate a range of marketing strategies.
* Utilise principles of marketing practice in an operational context.
* Use a range of marketing and business techniques to initiate and undertake critical analysis of business scenarios, applying findings to solve a set marketing problem.
* Effectively communicate and present information, arguments and analysis in a variety of forms.

Level 6 (final year) – Strategic Focus * Utilise marketing knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments and identify solutions to both defined and uncertain marketing problems.
* Compose and construct effective methods of communicating marketing concepts and other relevant work, accurately and reliably using a range of specialist techniques and practices.
* Apply professional skills in contexts where the scope of the task and the criteria for decisions are generally well defined, but where some personal responsibility and initiative is required.
* Utilise and apply professional and academic skills to create and justify compelling marketing solutions.

These level learning outcomes have been developed in line with Business and Management Quality Assurance Agency for Higher Education (QAA) subject benchmark standards issued in February 2015. Whilst there are no specific benchmarks for marketing, the programme outcomes and the resulting teaching and assessment strategy observes selected principles set out for business and management programmes of:Knowledge and Understanding * Marketing: the different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
* Customers: management of customer expectations, relationships and development of service excellence.
* Business intelligence: the development, management, application and implementation of data to effectively make business and marketing decisions and their impact upon organisations.
* Communications: the comprehension and use of relevant communications for application in business and marketing, including the use of digital tools.
* Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
* Strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.
* Innovation and enterprise development: taking innovative business ideas to create new products, services or organisations.
* Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.

Skills and practice:A range of cognitive and intellectual skills together with competencies specific to business and marketing, as well as relevant personal and interpersonal skills. These include both subject-specific and generic skills such as:* + People management: to include communications, team building, leadership and motivating others.
	+ Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.
	+ Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.
	+ Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.
	+ Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.
	+ Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.
	+ Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.
	+ Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.
	+ Ability to work with people from a range of cultures.
	+ Articulating and effectively explaining information.
	+ Building and maintaining relationships.
	+ Communication and listening including the ability to produce clear, structured business communications in a variety of media.
	+ Emotional intelligence and empathy.
	+ Conceptual and critical thinking, analysis, synthesis and evaluation.
	+ Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.
	+ Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms.
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| Programme Learning, Teaching & Assessment Strategy  |
| **Teaching and Learning approach:**The programme-level learning outcomes outlined earlier have informed the teaching and learning approach of all of the marketing programmes. Whilst there are no specific teaching and assessment benchmarks for marketing, the strategy designed utilises the teaching principles from the Quality Assurance Agency for Higher Education (QAA) Business and Management subject benchmark standards issued in February 2015 of:* Increasing understanding of organisations, their management, the economy and the business environment
* Preparation for and development of a career in business and management
* Enhancement of a wide range of skills and attributes which equip graduates to become effective global citizens.

Your programmes support these principles, and those of the Chartered Institute of Marketing (CIM), helping you to develop specific business knowledge and skills appropriate to graduate careers in marketing. With the specialist pathways, you will be able to reflect the dynamism and vibrancy of the business environment, enhancing your career, a core principle of the QAA and CIM. In addition, as not every graduate may subsequently engage in a marketing role, the skills and attributes designed as part of the learning and teaching strategy will provide you with a range of general transferable intellectual and study skills, which, while being highly appropriate to a career in marketing, are not restricted to this equipping you to become effective and responsible global citizens.Utilising both the practitioner and academic skills of the marketing lecturers, teaching will consist of a variety of different methods that in most scenarios will mirror practice. Marketing education is about enabling students to develop their analytical, critical reasoning and creativity skills to meet the demands of the contemporary workplace. Hence, every single module has some aspect of practice-based learning embedded into it, to ensure it is more than just comprehension of the subject matter, it is about evidencing skills through application of knowledge. Complimentary course delivery methods will be used, alongside established teaching methods. This will include, but not be limited to, use of live clients for both teaching and assessment, opportunities to create artefacts in class as well as for assessments, and practice based case studies again for both teaching and assessment. A complete VLE (virtual learning environment) will be used to support all modules enabling students to undertake appropriate independent learning. You, our students, are encouraged to be active participants in the learning experience with assessment being more about evidencing your marketing knowledge and skills rather than assessment of your learning. The integration of formative and summative assessment will ensure that you have opportunities to strengthen your understanding through constructive feedback before you are summatively assessed. Assessments will be linked to industry in many cases in order to ensure a coherent progression through the level learning aims, utilising a variety of methods as identified in section two. Therefore, once applied, the teaching and learning strategy will ensure that you will gain the appropriate level of knowledge and skills in line with the QAA benchmark standards for business and achieve the programme learning outcomes **Teaching and Learning for the World of Work:**As outlined in the programme philosophy, being employability focused means more than securing a role on graduation, it is an enduring principle that ensures that you have the resources and competencies for your future career. For marketers, practice based learning means that we must ensure that you have the following skills so that you are ready for the world of work:* Ability to use professional judgement and critically reflect on the best course of action.
* Flexibility to adapt and change in responses to practices within the wider business and economic context.
* Communicate effectively in line with commercial expectations and cultures.
* Respond to information to make informed and robust decisions.
* Demonstrate efficacy in the use of established and new and emerging communication methods.
* Display emotional intelligence in dealing with internal and external business contacts.

These skills will be developed through the curriculum and assessments as outlined in the teaching and learning strategy. They will also be developed through co-curriculum activities, these include but are not limited to student competitions, client projects, internships and the student led marketing agency, The Link. Branded as The Link Marketing Agency, it provides you with the opportunity to work with external clients on a diverse range of marketing briefs. Developed in response to Birmingham City University's employability strategy, it is a link between learning and practice, and a link between the university and local businesses. Student-led, but lecturer supported, the agency is voluntary with no charges made for the service, and students are unpaid for the work. Each year though students are willing to get involved, as it gives them the opportunity to develop their commercial skills, enhancing their confidence and experience as they start their careers.Another, more formal, way to gain experience of the world of work comes via placements. A work placement can provide invaluable insights and can enhance your studies as you will see in practice many of the concepts discussed in your studies. You can undertake a yearlong placement at the end of year two on any of the following programmes:BA Marketing (Advertising and Public Relations)BA Marketing (Consumer Psychology)BA Marketing (Retailing)BA Marketing (Digital)BA Marketing If you chose this route you will take the sandwich route for your named degree and complete your entire programme over 4 years. Alternatively, at the end of year 1 you can switch to the BA Marketing (Professional Practice) which is a 3-year sandwich degree. Professional practice degrees are a new way to study a sandwich degree. It is designed to fast-track your professional development and help you apply your studies to your work experience. You will spend your third and final year combining study with a paid work placement within a business, giving you the skills and experience to progress into your full- time career. On the professional practice route, you will be required to regularly complete a variety of distance learning activities via Moodle our virtual learning environment associated with each of your modules. The learning you gain on your placement will be formally assessed during your final year and will contribute to your final degree classification. This structure means that you have the opportunity of completing a professionally focused degree that incorporates a yearlong placement, within three years. Whether you take the four-year or three sandwich route, the important thing about work placements is that they provide an opportunity for you to get to grips with working, meeting deadlines and working in a team. A placement enhances your knowledge in many ways, helping you with your course, as well as helping you to find out more about a job or industry, leading to more informed decisions upon graduation. |

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| The Whole Experience |
| We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – overview are statements of intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the below themes, why it is important, and how your programme addresses these. * **Widening Participation**
* **Inclusivity**
* **Information & Digital Literacy**
* **Sustainability & Global Citizenship**
* **Student Engagement**
* **Partnership Engagement**
* **Induction & Transition**
* **Progression & Retention**
* **Support & Personal Tutoring**
* **Personal Development Planning**
* **Employability (incl. Birmingham City University Graduate Attributes)**
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| Widening ParticipationHigher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background. They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we provide bursaries to support students progressing from our partner colleges and schools. We try to deliver our programme flexibly to help students with families or other commitments. We also go to great efforts to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.Through our personal tutor programme, we ensure the needs of all our students are met, helping you all to achieve your potential and progress through the course. At key points in the academic year our students have the chance to choose the pathway and route. Help and guidance is given to ensure that all students embrace the flexibility of the suite of marketing programmes to meet their career aspirations. Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all. Where required and where possible learning, teaching can be adapted to the specific needs of the student, through the adaptation of delivery and teaching materials.Information & Digital Literacy JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of digital & information literacy both at University and outside; it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.With specific modules such as Professional Development and Introduction to Creative Concepts and Design, you will have the opportunity to consider the importance of your digital footprint and create content and artefacts that to showcase your skills. You will use appropriate tools and software such as the Adobe suite to create material that evidences proficiency in industry standard applications. Sustainability & Global Citizenship BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by: * Using cultural and international experiences or knowledge as a learning resource
* Encouraging intercultural experiences, partnerships and collaborations
* Contributing to international scholarly activity and knowledge exchange
* Embedding and debating global exemplars and perspectives in the curriculum through the One Planet Business core module
* Providing and promoting a range of accessible opportunities for the international and intercultural learning
* Facilitating on going intercultural and international dialogue and partnerships
* Proactively developing inclusive learning outcome, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals.
* Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.

Student Engagement BCU is renowned across the sector for its commitment and approach to student engagement, which aligns with aim 5 of BCU’s Strategic Plan which states ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union.  The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner [(SAP)](https://icity.bcu.ac.uk/celt/student-engagement/SAP-Projects) projects and for initiatives around Student Academic Mentoring [(StAMP)](https://icity.bcu.ac.uk/celt/student-engagement/StAMP-Projects). Our [Student Engagement Policy](https://icity.bcu.ac.uk/Notice/Student-Engagement-Policy) gives further insights to the University's expectation of what engagement should be like and feel like for students at both undergraduate and postgraduate level.Programme mentors are also in situ, providing a valuable learning resource for you, our students and benefits for all stakeholders. For the employed mentors it strengthens their interpersonal, communication and team working skills that will aid their employability through these enhanced softer skills. For the mentees, they have a peer that is appreciative and knowledgeable of the issues they face, an individual who can provide guidance to the resources that students need to be successful. This partnership aids attainment, helping students to realise their potential. In addition, the programmes undertake co-curriculum activities such as the Link Marketing Agency. This is a voluntary student-led marketing agency, created in support of BCU’s practice based learning strategy. It provides students with the opportunity to work with a wide variety of clients, with the projects equally valued by both students and the clients alike. This opportunity aids a student’s employability, enhances their learning and improves their confidence, with evidence to show that many organisations adopt some of the ideas and concepts presented.Partnership EngagementEngagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.For the marketing programmes, partnership engagement is an important component and is underpinning ethos, as industry involvement is actively sort at every possibility. This is more than just guest speakers, it is active use of real case and live client projects for both teaching and learning. It is co-curriculum through The Link marketing agency and it is use of the professional network of the teaching team to actively seek learning and employment opportunities. Induction & TransitionComing to University for the first time is exciting but it is also very different from attending school or college. We know that some students struggle to adjust to the freedom and independence of University education but our induction and transition support helps you to adapt to the different experiences you will have, enabling you to develop independent learning skills that enable you to be successful on your programme and prepare you for graduate level employment/further study. To help our students settle in, the university runs a detailed programme that helps students with the following: * A range of pre-programme activities that allows new students to meet their teaching team and fellow students.
* Identification of support mechanisms to aid transition.
* Social activities
* Tailored programmes for level 5 and level 6 to address specific issues such as placement support, career planning.
* Identification of resources to prepare students for autonomous learning and help them to set short, medium and long-term goals for their own academic and personal

Progression & Retention We want all students to succeed to the best of their ability so that you stay at BCU and progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly. To help students there are a series of measures in place for all programmes. This include but not limited to:* Proactive monitoring of engagement through attendance and participation
* Specified personal tutor review meetings
* Peer support through the mentor programme
* Tutorial support for all modules
* Emphasis on the importance of pastoral care amongst all staff.

Support & Personal Tutoring Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. In addition, every School also has a Student Success Adviser, a recent graduate who has also experienced life as a BCU student. If you are having any problems, your Student Success Adviser can also help you. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Chile Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK. Personal Development PlanningPersonal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career. The flexibility of pathways allows you, our students, to choose a specialism that not only aids employability but also caters for your interests. In addition all programmes have an optional placement year, plus there is also the chance to choose a three sandwich degree if the professional practice route is selected. Employability (incl. Birmingham City University Graduate Attributes) BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers. The BCU Graduate:* is professional and work ready
* is a creative problem solver
* is enterprising
* has a global outlook

The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises. These experiences will contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment. In addition, the University has introduced the BCU Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university.The key components of the programme are:* A personalised approach for each student;
* Each student to complete a range of activities and build CPD points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, ‘employability’ activities delivered within Faculties, part-time work experience, volunteering and community action.
* All elements will be clearly linked to the University’s new graduate attributes.

Given the scope of the programme employability is embedded throughout the programme and is linked to every single module. It is the core ethos of the programme and is evidenced in the programme philosophy, approach to teaching and learning, as well as being underpinned by co-curriculum activities.  |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

**Programme Structure and Overview**

The foundation of the six interrelated degrees is a set of core modules across all years. These modules give you the conceptual underpinning of essential marketing principles needed irrespective of your pathway or future career aspirations. All six interrelated programmes listed below have a core structure as the foundation of their degree programme, with the level 5 and 6 option modules dictated by the pathway or route you select at the end of year 1. The core programme consists of 220 credits of essential marketing skills with 120 credits dedicated to the specialist pathway modules as detailed below:

BA Marketing (Advertising and Public Relations)

BA Marketing (Consumer Psychology)

BA Marketing (Retailing)

BA Marketing (Digital)

BA Marketing

BA Marketing (Professional Practice)

|  |  |
| --- | --- |
| Level 4 | Level 4 HE Learner Programme (Two weeks) |
| Semester 1 | Business Foundations(20 credits) | MarketingFoundations (20 credits) | Professional Development (20 credits) |
| Semester 2 | Consumer Psychology (20 credits)  | Introduction To Creative Concepts And Design(20 credits) | Option Module(20 credits) |
| Level 5 | Level 5 Transition Programme |
| Semester 1 | Marketing Insights and Analytics (20 credits) | Service Experience Design(20 credits) | Brand Management(20 credits) |
| Optional International Exchange |
| Semester 2 | Marketing Communications Planning (20 credits) | Pathway Option (20 credits) | Pathway Option (20 credits) |
| Optional International Exchange |
| Optional Yearlong Work Placement  |

|  |  |
| --- | --- |
| Level 6 | Level 6 Transition Programme |
| Semester 1 | Strategic Marketing Management and Planning(20 credits) | Integrated Business Research Project (Pathway Specific)(40 credits) | Emerging Themes (Pathway Specific)(20 credits) |
| Semester 2 | One Planet Business(20 credits) | Pathway option (20 credits) |
| Professional Practice route has a specified diet of modules  |

Pathway and Option Modules

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pathway | Advertising and Public Relations | Consumer Psychology | Retailing  | Digital |
| Level 4  | Introduction to Digital MediaOrIntroduction to Retail MarketingOrIntroduction to Integrated Marketing Communications | Introduction to Digital MediaOrIntroduction to Retail MarketingOrIntroduction to Integrated Marketing Communications | Introduction to Digital MediaOrIntroduction to Retail MarketingOrIntroduction to Integrated Marketing Communications | Introduction to Digital MediaOrIntroduction to Retail MarketingOrIntroduction to Integrated Marketing Communications |
| Level 5 | Event ManagementAndVisual Communications for Marketers  | Managing Behavioural Change And Neuropsychology  | Channel Management and Routes to Market AndRetail Operations  | Content Marketing Strategy AndUser Experience and Architecture  |
| Level 6 | Contemporary Advertising Or Public Relations Planning and Corporate Reputation  | Cross-cultural Consumer Behaviour | Business Development | Digital Enterprise |

Any student not taking a named pathway can select any option modules from any pathway, and graduate in BA Marketing. However, should the modules selected align to a particular pathway then the you will graduate with that named pathway degree.

Professional Practice Route

Note : these modules have been selected to support work-based learning meeting the needs of individual students in their specific workplaces.

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | Strategic Marketing Management and Planning(20 credits) | Integrative Project Based Module(Pathway Specific)(40 credits) | Emerging Themes(20 credits) |
| Semester 2 | One Planet Business(20 credits) | Business Development(20 credits) |

**Module details**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4** Core Modules | **Core** **Business** **Foundations** | **Core** **Marketing Foundations** | **Core****Professional Development**  | **Core****Consumer** **Psychology** | **Core****Introduction to Creative Concepts And Design** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual coursework | Individual coursework | Individual coursework | Examination  | Group Presentation  |
| Assessment scope | 3000 word patchwork assessment | A2 Poster | 3000 word electronic pages. | 1 ½ hour multiple choice exam | Campaign pitch presentation  |
| Semester  | 1 | 1 | 1 | 2 | 2 |
| Assessment week | Throughout the module  | 15 | 15 | 15 | 15 |
| Feedback scope  | Written  | Written  | Written  | Written  | Oral and Written  |
| Delivery mode | Standard blended  | Standard blended  | Standard blended  | Standard blended  | Standard blended  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Explain the complimentary roles of the key functional areas of marketing, operations, and finance within a given organisation
 | 1. Propose opportunities for the creation of value for a range of stakeholders through the application of marketing concepts and practices in a variety of for-profit and not-for-profit organisations
 | 1. Undertake an audit of skills and capabilities, reflecting on the outcomes and engage with a programme of professional development.
 | 1. Demonstrate a clear understanding of the individual and group influences on consumer behaviour
 | 1. Describe design principles and contribute to the creative process in order to develop artefacts in response to a creative brief.
 |
| 1. Describe how a business creates value from its inputs through to its outputs
 | 1. Demonstrate transferable skills that are essential to a career in marketing and business, such as creativity, commercial awareness, problem solving and communication
 | 1. Become more effective in the use of the systems and software necessary for study and valued by employers.
 | 1. Apply sociological and psychological concepts and theories for the purpose of enhancing the practice of marketing.
 | 1. Understand and evaluate the role that design plays throughout marketing activity and present an effective creative pitch, as an effective member of a team.
 |
| 1. Reflect on personal academic and professional development needs
 | 1. Explain the fundamental role that research into consumer behaviour and decision making plays in enabling effective decision making within a marketing led organisation
 | 1. Evidence skills in the context of professional development and evaluate impact.
 | n/a | n/a |
| 1. Apply key transferrable skills to experiential business situations
 | 1. Creatively apply theories and concepts of marketing, such as the marketing mix, strategy and planning and marketing communication towards the solution of a defined marketing problem.
 | n/a | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹  | 1🗹 2🗹 3🞏 4🗹 5🞏  | 1🗹 2🗹 3🞏 4🗹 5🞏  | 1🗹 2🗹 3🞏 4🗹 5🞏  | 1🗹 2🗹 3🗹 4🗹 5🞏  |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes | Yes  | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** Optional Modules | **Option****Introduction to Digital Media**  | **Option****Introduction to Retail Marketing**  | **Option****Introduction to Integrated Marketing Communications** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual coursework | Individual coursework | Examination  |
| Assessment scope | 3000 word essay | 3,000 word written report | 1 ½ half hour open notes exam, on a set case study.  |
| Semester | 2 | 2 | 2 |
| Assessment week | 15 | 15 | 15 |
| Feedback scope  | Written  | Written  | Written  |
| Delivery mode | Standard blended  | Standard blended  | Standard blended  |
| Learning Outcomes  | 1. Explain an organisation's current marketing activity, identifying the existing strengths and weaknesses
 | 1 Apply knowledge and understanding of relevant theory and practices of retail marketing to a given scenario | 1. Explain the role of marketing communications within the context of an organisation’s strategy.
 |
| 1. Illustrate and apply appropriate Digital Media Marketing activities aimed at increasing market share
 | n/a | 1. Critically evaluate marketing communication artefacts to deliver the desired behavioural response
 |
| n/a | n/a | n/a |
| n/a | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹  | 1🗹 2🗹 3🗹 4🗹 5🞏  | 1🗹 2🗹 3🗹 4🗹 5🗹  |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes |

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| --- |
| **Level 4 Programme** |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown  | Exit award(s) |
| 3 A ‘levels BBC or equivalent At the point of enrolment, students must have GCSE English Language and Mathematics at Grade C or above. Equivalent qualifications will be considered.No pre-requisites, co-requisites and exclusions | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities(including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | 30% | Certificate in Higher Education in the following programmes * Marketing
 |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 70% |
| **Pl**acement (including external activity and study abroad) | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Allow pathway selection to be made |

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| --- | --- | --- | --- | --- |
| **Level 5** Core Modules | **Core****Marketing Insights and Analytics** | **Core****Service Experience****Design**  | **Core** **Brand Management** | **Core****Marketing Communications Planning** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual Coursework | Individual coursework  | Group coursework | Exam |
| Assessment scope | 3000 word client research report | 3000 word written report that draws together a patchwork of practice evidence. | Group presentations  | Time release case study exam  |
| Semester  | 1 | 1 | 1 | 2 |
| Assessment week | 15 | 15 | 14-15 | 15 |
| Feedback scope  | Written  | Written  | Oral and written  | Written  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Design and implement a marketing research study
 | 1. Critically review the service design experience of a service sector organisation from multiple stakeholder perspectives using customer experience and service design concepts and frameworks
 | 1. Demonstrate an understanding and application of the various parameters of brand management, brand equity and identity.
 | 1. Assess and select the most feasible marketing communications method(s) applicable to a given business scenario
 |
| 1. Produce a variety of analytical tools and techniques to gain market insight and make strategic recommendations
 | 1. Demonstrate design thinking, including reflective practice, by identifying, developing and recommending service experience improvements within the contexts of single and multi-unit service organisations using theory and practice from the module.
 | 1. Analyse and apply appropriate models and theories to the development of a brand with the aim of creating and sustaining long term brand equity.
 | 1. Create and present a fully justified, viable marketing communications campaign in response to a given marketing scenario
 |
| n/a | n/a | n/a | n/a |
| n/a | n/a | n/a | n/a |
| Programme Aim Links | 🗹 2🗹 3🞏 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🞏 | 🗹 2🗹 3🞏 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate)  | Yes  | Yes | Yes | Yes |

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| --- | --- | --- | --- | --- |
| **Level 5** **Pathway modules**  | **Advertising and Public Relations Pathway** **Event Management** | **Advertising and Public Relations Pathway** **Visual Communication for Marketers**  | **Consumer Psychology Pathway** **Managing Behavioural Change**  | **Consumer Psychology** **Pathway****Neuropsychology** |
| Credit level (ECTS value) | 20 (10)  | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Event management portfolio | Individual Portfolio | Examination  | Individual Coursework  |
| Assessment scope | Group implementation and management of a live event with individual reflective poster | A2 poster and portfolio of visual artefacts | Time released case study based 1 ½ hour examination  | 1500 word literature review 10-minute recorded presentation  |
| Semester  | 2 | 2 | 2 | 2 |
| Assessment week | 12-15 | 13-15 | 15 | 15 |
| Feedback scope  | Oral and written  | Witten  | Written  | Written  |
| Delivery mode | Standard blended | Standard blended | Standard blended | Standard blended |

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| --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Critically evaluate and the strategies needed to successful design, implement and manage an event.
 | 1. Analyse and critically evaluate visual communication within a marketing context
 | 1. Critically apply models of behaviour theory in order to assess the extent to which social marketing interventions designed to address specific social issues are effective in securing behavioural change.
 | 1. Critically evaluate research and theory in the area of cognition and neuropsychology
 |
| 1. Prepare and produce an integrated event marketing communications plan
 | 1. Develop a visual literacy and be able to produce a portfolio of visual artefacts
 | n/a | 1. Explain the appropriate application of research methods to examine neuropsychological questions
 |
| n/a | n/a | n/a | 1. Demonstrate knowledge and ability to apply research and theory in cognitive and neuropsychological areas
 |
| n/a | n/a | n/a | 1. Demonstrate an ability to integrate theory and practice using research in cognition and neuropsychology
 |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes | Yes |

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| --- | --- | --- | --- | --- |
| **Level 5** **Pathway modules**  | **Retailing Pathway** **Channel Management and Routes to Market** | **Retailing Pathway** **Retail Operations** | **Digital Pathway** **Content Marketing Strategy** | **Digital** **Pathway** **User Experience and Architecture** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual patchwork + presentation | Individual coursework | Presentation  | Individual coursework |
| Assessment scope | 1500 word report assessing a manufacturers channel strategy and a 10 minute presentation to the recommended intermediary | 3000 word Individual report on chosen retailer | 10 minute individual presentation of content-rich artefact.  | 3000 word report on selected organisation  |
| Semester  | 2 | 2 | 2 | 2 |
| Assessment week | 14-15 | 15 | 14-15 | 15 |
| Feedback scope  | Written  | Written | Oral and written  | Written |
| Delivery mode | Standard blended | Standard blended | Standard blended | Standard blended |

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| --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Critically evaluate a marketing channel scenario using key concepts and theories
 | 1. .Assess the impact of external issues on retailers, and understand how different elements of retail operations contribute towards an exchange with customers
 | 1. Identify and develop a content marketing solution
 | 1. Analyse and classify an organisation’s current UX Strategy, identifying their strengths and weaknesses relative to those of their direct competitors
 |
| 1. Create a suitable channel management strategy and be able to understand and develop account management techniques and strategies
 | 1. Critically analyse areas of store operations and make recommendations for improvements
 | 1. Make compelling and engaging content to support defined business aim
 | 1. Create a visualisation of the customer journey and develop and recommend appropriate UX strategies within a marketing context for the delivery of products / services to increase market share and sustainability
 |
| n/a | n/a | n/a | n/a |
| n/a | n/a | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🗹 |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes | Yes |

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| --- |
| **Level 5 Programme** |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown  | Exit award(s) |
| 120 credits or equivalent at level 4 with evidence of alignment to level 4 learning outcomes | In line with university, faculty and programme guidelines | In line with university, faculty and programme guidelines | 30% | Diploma in Higher Education in the following awards * Marketing (Advertising and Public Relations)
* Marketing (Consumer Psychology)
* Marketing (Retailing)
* Marketing (Digital)
* Marketing (note if a student on BA Marketing route has selected a diet of modules aligned to particular pathway they will leave with a diploma in that pathway rather than Marketing)
 |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 70% |
| **Pl**acement (including external activity and study abroad) | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Students will chose their desired programme  |

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| --- | --- | --- | --- | --- |
| **Level 6** Core Modules | **Core** **Strategic Marketing Management and Planning** | **Core****Integrated Business Research Project**  | **Core****Emerging Themes****(pathway specific)**  | **Core****One Planet Business** |
| Credit level (ECTS value) | 20 (10) | 40 (20) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method  | Examination  | Individual coursework + presentation | Individual coursework  | Examination  |
| Assessment scope | 1 ½ hour case study exam  | Presentation and 6000-word project or thesis | 3000 word academic paper  | 1 ½ hour case study exam |
| Semester  | 1 | 1 and 2 | 1 | 2 |
| Assessment week | 15 | 12-15 | 15 | 15 |
| Feedback scope  | Written  | Written  | Written  | Written  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Develop a strategic marketing plan to support corporate and marketing objectives
 | 1. At the end of the module you should be able to identify, determine and justify a disciplinary-relevant project, including its aims, scopes and objectives.
 | 1. Demonstrate the ability to research, analyse, evaluate and synthesise alternate perspectives of a contemporary marketing issue.
 | 1. Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance
 |
| 1. Distinguish marketing management techniques to successfully implement and evaluate the strategic marketing plan
 | 1. You should be able to self-manage research, including managing the supervisory process and reflecting critically on the work undertaken.
 | 1. Present and justify their position on a chosen emerging issue in a manner that is persuasive, robust and convincingly argued from a critical perspective.
 |  |
| n/a | 1. There should be understanding of how to identify and synthesise the relevant conceptual and methodological techniques from the degree programme, using a range of sources and data, applying them to them to a particular topic, case or organisation.
 | n/a | n/a |
| n/a | 1. You should be able to show and review the results or the project, including drawing appropriate conclusions and recommendations, and assessing their impacts
 | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🞏 | 🗹 2🗹 3🗹 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🗹 |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 6****Pathway modules**  | **Advertising and Public Relations Pathway** **Contemporary Advertising** | **Advertising and Public Relations Pathway** **Public Relations Planning and Corporate Reputation**  | **Consumer Psychology Pathway** **Cross-cultural Consumer Behaviour**  |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Individual coursework + presentation | Individual coursework | Individual coursework  |
| Assessment scope | 1500-word creative report brief Individual campaign pitch presentation  | 3000 word plan | Poster presentations  |
| Semester  | 2 | 2 | 2 |
| Assessment week | 14-15 | 15 | 14-15 |
| Feedback scope  | Oral and written | Written  | Written  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes  | 1. Critically evaluate the strategies used by organisations in advertising campaigns and create artefacts for variety of media platforms in response to a creative advertising brief.
 | 1. Critically evaluate and formulate evidence-based arguments and apply solutions and understanding to public relations and reputation management problems
 | 1. . Demonstrate an in-depth analysis of key factors influencing consumer behaviour across cultures.
 |
| 1. Prepare and deliver an effective contemporary advertising pitch presentation to a professional industry audience.
 | n/a | 1. Critically analyse the impact of consumer differences on marketing decisions across cultures and international markets.
 |
| n/a | n/a | n/a |
| n/a | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes |

|  |  |  |
| --- | --- | --- |
| **Level 6****Pathway modules**  | **Retailing****Pathway** **Business Development**  | **Digital Pathway** **Digital Enterprise**  |
| Credit level (ECTS value) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 |
| Assessment method | Individual coursework + presentation | Individual coursework |
| Assessment scope | Practice based portfolio 10-minute presentation and1500 word written report  | Practice based portfolio Production of digital artefacts1500 word written report |
| Semester  | 2 | 2 |
| Assessment week | 14-15 | 15 |
| Feedback scope  | Written  | Written  |
| Delivery mode | Standard blended | Standard blended |
| Learning Outcomes  | 1.Utilise and apply professional and academic skills to effectively create and justify a compelling and comprehensive business development proposal and pitch for a product, service or project proposition | 1. Critically evaluate the digital enterprise environment
 |
| n/a | 1. Develop a market opportunity and viable creative digital business idea
 |
| n/a | n/a |
| n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹  | 🗹 2🗹 3🗹 4🗹 5🗹  |
| Linked PSRB (if appropriate)  | Yes | Yes |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6****Marketing Professional Practice route modules****All core**  | **Strategic Marketing Management and Planning** | **Integrative Project Based Module** | **Emerging** **Themes** | **One Planet Business** | **Business Development** |
| Credit level (ECTS value) | 20 (10) | 40 (20) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/GI/PL | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 | 30:70:00 |
| Assessment method | Examination or negotiated alternative | Individual coursework + presentation | Individual coursework  | Examination or negotiated alternative | Practice based portfolio + presentation |
| Assessment scope | Case study or chosen organisation examination or negotiated alternative | Presentation and 6000 word project | 3000 word academic paper  | Case study or chosen organisation examination or negotiated alternative | 10 minute presentation (50%) and 2000 word written report (50%) |
| Semester  | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule |
| Assessment week | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule | In line with block delivery schedule |
| Feedback scope  | Written  | TBC | Written  | Written  | Written  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard blended |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes  | 1. Develop a strategic marketing plan to support corporate and marketing objectives
 | 1. Determine and justify a disciplinary-relevant project, including its aims, scopes and objectives.
 | 1. Demonstrate the ability to research, analyse, evaluate and synthesise alternate perspectives of a contemporary marketing issue.
 | 1. Critically apply sustainable business models, frameworks and practices in order to evaluate the effectiveness of sustainable business strategies aimed at achieving one planet business performance
 | 1.Utilise and apply professional and academic skills to effectively create and justify a compelling and comprehensive business development proposal and pitch for a product, service or project proposition |
| 1. Distinguish marketing management techniques to successfully implement and evaluate the strategic marketing plan
 | 1. Self-manage research, including managing the supervisory process and reflecting critically on the work undertaken.
 | 1. Present and justify their position on a chosen emerging issue in a manner that is persuasive, robust and convincingly argued from a critical perspective.
 |  | n/a |
|  | 1. Understanding of how to identify and synthesise the relevant conceptual and methodological techniques from the degree programme, using a range of sources and data, applying them to them to a particular topic, case or organisation.
 | n/a | n/a | n/a |
|  | 1. Show and review the results or the project, including drawing appropriate conclusions and recommendations, and assessing their impacts.
 | n/a | n/a | n/a |
| Programme Aim Links | 1🗹 2🗹 3🞏 4🗹 5🗹  | 🗹 2🗹 3🞏 4🗹 5🞏 | 🗹 2🗹 3🗹 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🗹 | 🗹 2🗹 3🞏 4🗹 5🞏 |
| Linked PSRB (if appropriate)  | Yes | Yes | Yes | Yes | Yes |

|  |
| --- |
| **Level 6 Programme** |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown  | Exit award(s) |
| 240 credits or equivalent at level 4 and 5 with evidence of alignment to learning outcomes  | In line with university, faculty and programme guidelines | **Scheduled** learning and teaching activities(including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | 30% | Ordinary Degree/Honours/Sandwich Degree in* Marketing (Advertising and Public Relations)
* Marketing (Consumer Psychology)
* Marketing (Retailing)
* Marketing (Digital)
* Marketing (note if a student on BA Marketing route has selected a diet of modules aligned to particular pathway they will leave with an ordinary/honours/sandwich degree in that pathway rather than BA Marketing)
 |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 70% |
| **Pl**acement (including external activity and study abroad) | Professional Practice Route100% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Marketing degree with specialist route |

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| --- |
| Additional Information  |
| For professional accreditation, programmes will need full mapping against Chartered Institute of Marketing (CIM) modules and learning aims once approval has been gained. However, the broad principles set out by the CIM, minimum of 50% marketing content and maximum of 30% group work for the graduate gateway accreditation have been taken into consideration.  |

## Section Three - *Module Guides:*

*Business Foundations*

*Marketing Foundations*

*Consumer Psychology*

*Professional Development*

*Introduction to Creative Concepts and Design*

*Introduction to Digital Media*

*Introduction to Retail Marketing*

*Introduction to Integrated Marketing Communications*

*Marketing Insights and Analytics*

*Service Experience Design*

*Brand Management*

*Marketing Communications Planning*

*Event Management*

*Visual Communications for Marketers*

*Managing Behavioural Change*

*Neuropsychology*

*Retail Operations*

*Channel Management and Routes to Market*

*Content Marketing Strategy*

*User Experience and Architecture*

*Strategic Marketing Management and Planning*

*One Planet Business*

*Integrative Business Research Project*

*Emerging Themes*

*Contemporary Advertising*

*Public Relations Planning and Corporate Reputation*

*Cross-Cultural Consumer Behaviour*

*Business Development*

*Digital Enterprise*