

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Marketing
Qualification	MSc
Intermediate Qualification(s)	Postgraduate Diploma in Marketing– 120 credits at Level 7
Awarding Institution	University of Bedfordshire
Location of Delivery	Off Campus
Mode(s) of Study and Duration	Full Time over 1 Year (MSc) or 15 months
Core Teaching Pattern	Block delivery
FHEQ Level	Level 7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not Applicable
PSRB Renewal Date	Not Applicable
University of Bedfordshire Employability accreditation	
Route Code (SITS)	MSMARIDF + MSMRKIDF
Subject Community	Marketing and Tourism
UCAS Course Code	Not Applicable
Relevant External Benchmarking	<p>QAA (2015), 'Subject Benchmark Statement: Master's Degrees in Business and Management' http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf</p> <p>QAA Framework for higher education qualifications (2014) (level 7) http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>QAA (2014), 'Master's Degree characteristics'</p>

	http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degrees-Characteristics.pdf
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Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
MAR036-6	7	30	Brand Communication and Reputation Management	Core
MAR039-6	7	30	Marketing and the Digital Future	Core
MAR043-6	7	30	Strategy and Brand Management	Core
MAR038-6	7	30	Intercultural Business Competencies	Core
MAR042-6	7	60	Business Dissertation	Core

Why study this course

As the business world morphs to accommodate the dynamic economic environment of today, this course provides a basis for understanding marketing from a management perspective. You will become knowledgeable and effective managers with a wide understanding of how marketing is now global/international. You will understand marketing in all its guises including how digital technologies permeate the business world. You also learn how to understand and manage yourself, and others, in a supportive and academic environment.

Course Summary – Educational Aims

This course offers you the opportunity to develop strength in marketing, locally and internationally, operationally, tactically and strategically.

You focus on strategic areas of branding and communication, intercultural competencies, digital media and social networking, all framed by the opportunity to complete a final capstone unit, Business Dissertation.

You develop the skills required to adopt appropriate strategic responses to different market environments. You understand the impact of contextual forces on international marketing and branding, including understanding yourself, culture, and international and environmental change issues.

You will also study the management and development of people in organisations within a cross-cultural context, the use of relevant communications within the global economy. You appreciate how cultural differences affect both buying behaviour and marketing approaches. As well as specific knowledge relating to international business, you will develop enhanced personal and interpersonal skills. These include critical thinking, team working, problem solving, numeracy and quantitative skills, self-management and negotiation skills.

At the end of this course, you will have the ability to use confidently your strategic and analytical skills to solve marketing management problems.

Entry requirements

We consider applicants with a good honours degree from a recognised University. To apply for this course, a Business degree or any other degree indicating basic quantitative skills is required. Otherwise, applicants from different subject areas will be considered on an individual basis according to their relevant professional experience or qualifications.

English language requirements are described at: <http://www.beds.ac.uk/international/international-applications/countries/english>

PSRB details

Graduate Impact Statements

The course is designed to develop graduates who are able to:

- Become effective and efficient early career marketing managers, able to demonstrate imagination and understanding when dealing with complex decision making processes.
- Evaluate critically a range of inputs to an effective standard, either in a report, research dissertation, or presenting a variety of facts and ideas publically and effectively.
- Demonstrate imagination and originality when solving problems, rigour when researching, and create new opportunities in your chosen area of international marketing management.

Higher Education Achievement Report - Additional Information

Learning and Teaching

The MSc in Marketing is a specific course aimed at providing a comprehensive understanding of marketing in the 21st century. It is both global and strategic in outlook, helping you understand the complex and dynamic world of marketing. You learn how to reconcile operational, tactical and strategic approaches with a deep awareness of the impact that the digital world has had on how we consider marketing.

Your course will be delivered in a blocks format; this means you will undertake one unit at a time for 6 weeks and that will be a block of delivery. At the end of four blocks you will progress to the master's capstone experience stage where you will complete a dissertation unit. This option will include an element of research methodology which is embedded within the unit. In order to undertake the capstone element of this course you must have successfully completed 90 taught credits. The Unit will include significant direct contact time but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 6 of each block. By the end of this course you will appreciate the importance of marketing from branding in a national and global context, through to cultural and personal awareness of yourself and how international marketing is framed.

If you have opted to enrol for the 15 month course, you will take a break of one block at the end of the four taught blocks. You will then progress to the master's capstone unit in block 6. The time to complete the master's capstone unit is not affected by taking a break at the end of the four taught blocks.

International marketing is culturally diversified and there is no single culturally-defined approach. To ensure relevance in a transnational marketing environment, you will acquire a range of methods and tools for managing cultural diversity and develop strategies to predict and handle situations that occur in a cross-cultural context.

You are active participants in the learning process, instead of members of a passive audience, which improves your learning experience and increases your knowledge. At the same time, and throughout the course, you will be working on building up on a number of transferable skills. Those are the ability to conduct high quality academic research, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesizing, and to present your argument in a clear and concise manner as it is required for your success in this course but also as it will be expected by your future employers.

Your contribution to your own learning is pivotal. It is essential that, in order to maximise your benefit and to derive the best student experience, you must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in induction week you will prepare for what will be an intensive delivery which will then be followed by your own individual learning and assessment. Your tutors are active researchers and they will guide you through this process by exposing you to the latest developments of the relevant subjects. Research-informed teaching is the basis for transforming a course into a unique student experience in an area of knowledge which is very dynamic in its evolution. Although the main concepts and theories might be following the structure of a textbook, you are expected to do a substantial amount of reading yourselves. There will be both guided and independent reading and the information will be available to you through BREQ and your Unit Study Guide. The University's Virtual Learning Environment will be essential in your effort given the delivery method.

Developing your employability

The MSc Marketing is a distinct offering that prepares you for a role in a culturally diverse marketing environment. You develop problem solving skills using a range of techniques becoming more skilled, well

informed and an alert professional in an increasingly demanding world.

The course sits at the heart of developing the University of Bedfordshire Business School's distinctiveness through its practice-based provision while maintaining its high academic standards. The Marketing and the Digital Future unit will provide you with an opportunity to appreciate the way marketing underpins the world's Business affairs. Specifically, the Intercultural Business Competencies unit will equip you with the knowledge and skills necessary to become an effective marketing manager in today's global market place. Within the Brand Communication and Reputation Management unit you will be working on communications strategies and 'live' projects to help you develop creative solutions to brand problems.

Your enterprise, research skills and report writing ability will be enhanced and evolve through the very exciting, master's capstone experience where you will explore a problem or research questions on a topic that is highly relevant and applicable to Marketing.

The time between blocks provides an opportunity for personal reflection and developing self-awareness skills valued by employers.

Department (s)

International Business, Marketing and Tourism

Assessment

A number of different assessment methods will contribute to your development and will enhance your employability. We consider it essential that comprehensive feedback is provided in due time so it is integrated in your learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. In some cases, different kinds of assessment may be used in combination, making sure however that there are no hidden tasks.

The intensive character of this Course's delivery as it is outlined in its Teaching and Learning philosophy is consistent with the needs of today's world for graduates who accumulate knowledge fast and are able to express the outcome of this process in a way that is meaningful and comprehensive. After induction, a week of intensive direct contact time followed by your own contribution through individual learning, will take you to your first assessment point. At the end of your six-week block, your final assessment will be due. This will be a demanding but very rewarding experience.

A range of assessments are used on this course including:

Written Examination or Class Test: Questions in these exams always promote critical thinking and help you gradually develop your ability to apply, analyse, synthesize and evaluate.

Individual Written Report or Essays: Your knowledge and skills are developed when you undertake the task of writing an individual report and the whole process contributes to your improvement when it comes to conducting postgraduate level research and developing your enterprise. The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze and evaluate the relevant concepts is being assessed.

Case Study Examination: You will apply your knowledge in the context of a specific case.

Oral Presentation: A number of transferable skills will be developed including the ability to present your findings in a professional, clear and concise manner. This form of assessment is primarily used as formative assessment usually followed by a reflective report.

Reflective Report: Evaluating your own contribution to a team is essential in the context of this course but in the workplace as well.

Dissertation: You will have to produce an individual, independent piece of work and you will be asked to identify the research question or problem under investigation, review the relevant literature, develop a sound methodology in order to explore the problem, proceed with the analysis, discuss your findings and make recommendations. It is the capstone of this course and builds on the knowledge and skills acquired in all Units. It will be one of the most challenging but yet enjoyable and rewarding experiences you will encounter.

The use of a wide range of sources, both academic and other is a requirement for a postgraduate degree. The notions of accountability and academic integrity will be an integral part of your course. Free riding and plagiarism will not be tolerated. You will be informed about what plagiarism is and how to avoid it during the

delivery of each Unit. Where an individual project is required you will be asked to show the different stages of your work or to present it in its entirety upon completion. Where collaborative tasks are assigned, an individual reflective report will be necessary to indicate your contribution to the team. All coursework assignments will require a thorough evaluation of the sources used and referencing will be done according to the Harvard Referencing System.

After Graduation

On successful completion of the course you are likely to become involved in a marketing environment in either an SME, or a larger, more international organisation. Specific roles may include marketing manager, junior marketing consultant and brand manager. This course also provides an excellent pathway for further studies at the MPhil and PhD levels. You may also consider a consultancy or entrepreneurial route.

Student Support during the course

You may seek advice and support from Professional and Academic Development (PAD), a specialist support area which is available online and can help and support you in a range of areas including:

- The quality of your written assignments
- Your understanding of mathematical or statistical concepts
- Your organisational skills and how you approach studying
- Your time management and prioritising
- The strategies you use when reading
- Your language skills
- Aspects of your IT skills

In addition, a range of services are available to you as a student on this course in addition to information in your course handbook:

Library Services (<http://lrweb.beds.ac.uk>) and the Student Information Desk (<http://www.beds.ac.uk/studentlife/student-support/sid>) are your first point of reference and two of the services you will use most often. For an overview of those services, including Health and Well Being as well as Career Services please visit: <http://www.beds.ac.uk/studentlife/student-support>. BREO: Bedfordshire Resources for Education Online (BREO) will be your access point for a range of material and resources to support you in each of the units you study.

Course-specific support includes the following:

All students at MEU will have an induction during the first week where all relevant information regarding the course will be presented and you will have an opportunity to meet your Course Leader, Course Administrator and a number of your tutors and others who would be supporting your programme of study.

Your Course Administrator will be there to advise you on:

- Specific information regarding your Course, particular Units, options, regulations, etc.
- Accuracy of your results
- Obligations regarding re-assessment and repeats
- Materials including the Course Handbook, and Induction information.

Tutors will be available to guide you if there are any academic issues. Tutors will provide you with feedback and direct you to a wide variety of resources embedded within your course to help you develop basic or advanced skills needed for studying and for business. You also have access to the Programme Committees via your elected student representatives.

All students have access to the on-campus library stock and to the LSC Group and local databases at MEU. The campus has effective internet connectivity, and teaching facilities include well equipped IT lecture rooms, with desktop computing facilities, laptop availability, multimedia projection facilities, wi-fi access, video-conferencing facilities and significant software provision. All students have full access to all learning resources via the MEU student *Portal*. The use of the *Portal* is supported through the extensive use of social media communications in providing ongoing support and guidance to students.

The Dean of Student Affairs has oversight for the provision of general student services including social welfare issues; the provision of support for students where unforeseen personal and private difficulties emerge while they are registered on their programme; social arrangements and student social events, including orientation activities, student trips and similar activities.

In addition to administrative staff additional detailed support is also provided to international students through centralised facilities on matters related to assessments, registry and accounts who provide advice and guidance to students throughout the calendar year.

Students are provided the opportunity to comment on any aspect of their learning experience to the Dean, to unit leaders and to course administrators, via dedicated e-mail addresses and through tutorial/seminar sessions.

Accessibility and Key Features

Although this Course does not have any specific elements which, in case of disabled students, may require special consideration, the Middle East University is committed to supporting students with disabilities, and we do all we can to ensure we are accessible and welcoming to all. The Disability Advice Team is always available to discuss any issues you may have and provide solutions and services. For further information, please visit:

<http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support/disabilities2>

Assessment Map

Unit Code	C/O	Weeks																							
		0	1	2	3	4	5	6	7	8	9	10	11	12	13										
Brand Communication and Reputation Management	C				CW-RW			WR-I																	
Marketing and the Digital Future	C				WR-I			EX-PT																	
Strategy and Brand Management	C				CW-RW			WR-I																	
Intercultural Business Competences	C				CW-Port			WR-I																	
Business Dissertation	C				PR-Oral																		PJ-Diss		

Please Note: The numbered weeks in the above table indicate the point in block where the assessment is due in the individual Unit teaching schedule. According to this delivery mode, Units do not run concurrently but consecutively. Therefore, students will only be working on one assessment at any given time. Consequently, there is no bunching of assessment.

Assessment Types:

Unseen examination (Ex)
 Case study examination (Ex-CS)
 Computer-based examination (Ex-CB)
 Summative in-class test or phase test (Ex-PT)
 Other form of examination e.g. open book, seen exam (Ex-OT)

Essay (CW-Ess)
 Case study (CW-CS)
 Literature review (CW-LR)
 Reflective writing (CW-RW)
 Data exercise (CW-Data)

Portfolio (CW-Port)
 e-portfolio (CW-ePort)
 Journal (CW-Jour)

Individual report (WR-I)
 Business report (WR-Bus)
 Group report (WR-Gr)
 Laboratory report (WR-Lab)
 Poster (WR-Post)
 Problem-based report (WR-Prob)

Field work (WR-Field)
 Work-based report (WR-WB)
 Project report (PJ-Proj)
 Dissertation report (PJ-Diss)

Exhibition (PJ-Exhib)
Artefact (PJ-Art)
Collaborative activity such as a wiki (PJ-Coll)

Oral presentation (PR-Oral)
Viva (PR-viva)

Laboratory-based (PR-Lab)
OSCE (PR-OSCE)
Performance (PR-Perf)
Practice - where work-based skills are assessed (PR-Plac)
Practical skills assessment – not included elsewhere (PR-OT)

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

For an MSc Marketing

1. Demonstrate a deep critical understanding and broad knowledge of marketing strategies and planning at functional and corporate levels taking into account factors such as the social, political, technological, economic and global contexts as well as industry and market structures and analyse the elements and the sources of brand equity and be able to apply theories synthetically to practice.
2. Demonstrate a depth of knowledge and systematic understanding of cultural diversity and evaluate strategies for managing interdependencies of intercultural competence in different business environments.
3. Analyse and critically evaluate strategies for managing brand reputation that acknowledge and involve all internal and external stakeholders and demonstrate a thorough understanding and broad knowledge of the function of marketing communications tools in integrated brand communication by judging the effectiveness and outcome of their applications in both analogue and digital media.
4. Demonstrate a critical awareness of a range of ethical and cultural constraints on professional practitioners required to be cognisant of when communicating in the 21st century.
5. Demonstrate effective, rigorous and reflective skills of self-management and independence in terms of planning, behaviour, motivation, individual initiative and enterprise in order to meet the demands of the field of study in Marketing, while taking responsibility for personal learning and continuous professional development against clearly identified personal career-related goals.
6. Deal with a range of complex and pervasive issues in a systematic and creative manner appropriate to a Masters degree in Marketing, in doing so form sound judgements in the absence of complete data and communicate conclusions and recommendations appropriate to both a specialist and non-specialist audience.

For a Postgraduate Diploma in Marketing

1. Demonstrate a deep critical understanding and broad knowledge of marketing strategies and planning at functional and corporate levels taking into account factors such as the social, political, technological, economic and global contexts as well as industry and market structures and analyse the elements and the sources of brand equity and be able to apply theories synthetically to practice.
2. Demonstrate a depth of knowledge and systematic understanding of cultural diversity and evaluate strategies for managing interdependencies of intercultural competence in different business environments.
3. Analyse and critically evaluate strategies for managing brand reputation that acknowledge and involve all internal and external stakeholders and demonstrate a thorough understanding and broad knowledge of the function of marketing communications tools in integrated brand communication by judging the effectiveness and outcome of their applications in both analogue and digital media.
4. Demonstrate a critical awareness of a range of ethical and cultural constraints on professional practitioners required to be cognisant of when communicating in the 21st century.

Course-specific regulations

Not applicable

Teaching, Learning and Assessment

CRe8 articulates the University of Bedfordshire's approach to creating an environment that supports effective learning and teaching. Its elements, appropriate curriculum design, personalized and realistic learning, employability and suitable assessment strategies, are the basic ingredients of our approach to teaching and learning. The MSc Marketing has been developed based on those principles.

A number of taught Units where direct contact will be blended with independent learning have been designed to offer an interesting, current and innovative curriculum. Students will undertake four 30 credit Units in the areas of Brand Communication and Reputation Management, Marketing and the Digital Future, Strategy and Brand Management and Intercultural Business Competencies.

These are four areas of cognitive knowledge that provide a sound background for a graduate in Marketing and will be the basis for a successful career. They will provide our students with a clear understanding of a very dynamically evolving environment and will equip them with a holistic awareness of the world we live in and with qualities that are highly sought by employers.

A number of transferable skills will be further developed. The need to understand key developments in global markets require a range of technical and analytical skills. Today's demanding labour markets, in the UK and internationally, require a number of other abilities and proficiencies. The ability to conduct sound research, computer literacy, relevant software use, professionalism, presentation skills are some of the attributes that our graduate will possess at the end of their course.

The knowledge and concepts acquired during the four periods of block teaching along with a number of highly important transferable skills will be combined and evaluated during the writing of the final piece of work, the master's capstone experience unit and an appropriate research methods element will introduce the students to the idea of postgraduate and/or action-based research. This final unit will enhance student ability to produce an independent piece of work and it will provide them with an opportunity to show the creativity and independence required in the workplace by holders of postgraduate degrees.

With no doubt, being active participants in the learning process, instead of members of a passive audience, improves the student learning experience and increases knowledge. At the same time, and throughout the course, students will be working on building up on a number of additional transferable skills. Those are the ability to conduct high quality academic research, to identify questions that need to be addressed in both a professional and scientific way, to think critically when analysing, deduct when synthesizing, and to present argument in a clear and concise manner as it is required for their success in this course but also as it will be expected by future employers.

Student contribution to own learning is pivotal. It is essential that, in order to maximise the educational benefit and to derive the best experience, students must make optimum use of the time provided for individual learning. Direct contact times will be highly interactive and student preparation in advance is a key element for success. Starting in induction week students will prepare for what will be an intensive delivery which will then be followed by their own individual learning and assessment.

Besides the knowledge of theories and concepts and their application to real life business situations, four basic elements have been used in developing this course. Critical and creative thinking should be part of every postgraduate course. Students will be encouraged to receive, discuss and evaluate across all Units. They will also participate greatly in developing their own learning through independent and guided reading and they will be encouraged to share their views, ideas and knowledge. Systemic thinking will be greatly promoted. A postgraduate student in Marketing should understand that all theoretical ideas and their applications are not independent of the world we live in and should be interconnected when trying to analyse economic conditions and explain business behaviour. The ability to decompose and synthesize will be a key factor in achieving this and it will be developed in all Units. Finally, collaboration at all stages of this course will be required, either informally in the context of class discussions, or when formative group assessments have to be prepared. Along with sharing their ideas and contributing to their team, students will learn to appreciate the importance of being dependable.

The assessment strategy for this course is designed in a way that will contribute to student development and will help them achieve their goals and enhance their employability. An essential element of this process is that feedback will be provided in due time so it is integrated in the learning process. When group work is required, the marks given will be individual following the University of Bedfordshire's regulatory scheme. The different kinds of assessment are listed below and in some cases they will be used in combination, making sure however that there are no hidden tasks. In addition to the assessment strategies followed in each Unit, student knowledge and skills will be also formatively assessed through problem solving sessions or case study discussions, in order to ensure that development of their comprehension of the underlying concepts is appropriate to the level of studies and continuously supports the overall student achievement. A full list of how each Unit will be assessed is presented in the previous section. Please refer to the relevant section of this form regarding Academic Integrity.

The intensive character of this Course's delivery as it is outlined in its Teaching and Learning philosophy is consistent with the needs of today's world for graduates who accumulate knowledge fast and are able to express the outcome of this process in a way that is meaningful and comprehensive. After induction, a week

of intensive direct contact time followed by students own contribution through individual learning, will take them to the first assessment point. The process will repeat and at the end of the six-week block, the final assessment will be due. This will be a demanding but very rewarding experience.

As mentioned above, the MSc Marketing is designed to develop a number of transferable skills which along with the knowledge and understanding of the relevant theories and concepts will provide our graduates with all those abilities required for a successful career. The different methods used to assess student performance are designed to evaluate the following: Research and literature review skills, data handling, application, numeracy, computer literacy, ability to contextualize and evaluate, presentation skills and professionalism, and collaboration.

Additional Academic Information

Peer-assisted learning (PAL)

Not Applicable

Initial Assessment

Each block has an initial assessment in week 3

Improving students' learning

This course will build upon the general knowledge and skills acquired at the undergraduate level. However, as the understanding of the underlying theories evolves throughout this course and additional skills are developed, students will find new ways of improving their learning and enhancing their student experience and employability. Along with the cognitive knowledge in the area of Marketing, a number of skills, including the review of the relevant literature, critical evaluation of a published work, replication of seminal work, creativity, development of methodological approaches and other will be developed not only in the taught Units of this course but also in the research methods part of the final Unit.

The blocks delivery structure involves an extensive induction week at the start of each block which will introduce new students to both university structures and prepare them for block delivery. Students will also have the opportunity to consider the skills that they are expected to develop during the course of their master's study, On progression to subsequent blocks, students will return to review their personal progress and assess further development needs and opportunities. Therefore, continuing students will also benefit from this week at the start of each new block to reflect on progress made to date on their skills development. Furthermore, the blocks delivery structure provides opportunities to significantly enhance the student learning experience with new students studying units alongside continuing students (depending on entry points), supporting the transition for new students and promoting a supportive learning community. Prior to the final capstone masters experience unit, students will participate in 'future horizons activities' which will assist in their transition from a taught environment to one which requires application of skills and knowledge through independent action.

Academic Integrity

The use of a wide range of academic and other sources is a requirement for a postgraduate degree. The concepts of accountability and academic integrity will be introduced to students during induction week and are an integral part of this course. University regulations regarding academic misconduct are introduced to students during their induction and throughout lectures and seminars. All coursework assignments will require a thorough evaluation of sources used and referencing will be done according to the University of Bedfordshire Harvard Referencing System.

Free-riding and plagiarism will be penalized and students will be reminded of this during each Unit. Where a 'higher-risk' assessment (as defined by the University of Bedfordshire Quality Handbook Ch 8) is used additional steps will be taken. For instance, if an individual project is required students will present their work in stages or will present their work in its entirety upon completion. Case study assessments are typically developed individually with the student based on employer engagement and personal interest. When collaborative tasks are assigned, an individual reflective report will indicate each student's contribution to the team. Turnitin will be used for all submissions and for plagiarism checking.

HEAR implementation

Not applicable

Internationalisation

Marketing is no longer the domain of local markets, it is increasingly international; and it is no longer simply analogue, it is digital. Marketers on this course are made aware of the global reach as most Units have a very strong internationalization element in their syllabus and this course will enable you to understand the underlying forces of globalisation and interpret the effects of these forces. Underpinning this course is the recognition that international business environments are culturally diversified and there is no single culturally defined approach to doing international business or working with others. To ensure relevance in the global

economy, you will be able to draw on a range of methods and tools for managing cultural diversity and develop strategies to predict and handle situations that occur in a cross-cultural context.

Sustainability

We embed the course with the principles and practices of sustainability to ensure the curriculum prepares you, and makes you aware of your responsibilities in society and as a Business and Management postgraduate. It provides you with a framework of how to act responsibly towards people, populations, and places you encounter, once you leave the University. Sustainability is a global context, therefore issues of cultural, economic, environmental and social, sustainable development are themes ingrained in most of the units.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	UBBS
Portfolio	Postgraduate
Department/School/Division	International Business, Marketing and Tourism
Course Coordinator	Annie Danbury
Version Number	2/17
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	13/11/17
Implementation start-date of this version (plus any identified end-date)	AY2017/18

Form completed by:

Name: Dr Annie Danbury

Date: 22 April 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
01/02/17	Diet changes to facilitate 15 month delivery pattern	
06/11/17	Diet changes to facilitate Capstone Option Business Dissertation as Core option only for partner delivery	
29/11/17	Contextualisation to MEU	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Marketing
Qualification	MSc
Route Code (SITS)	MSMARIDF + MSMRKIDF
Faculty	University of Bedfordshire Business School
Department/School/Division	International Business, Marketing and Tourism
Version Number	2/17

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	Postgraduate Diploma in Marketing	<i>n.a.</i>
Mode(s) of Study and Duration	Full Time over 9 months.	<i>n.a.</i>
Type of Intermediate Qualification(s)	Postgraduate Diploma.	<i>n.a.</i>
Route Code(s) (SITS) of Intermediate Qualification(s)	TBC	<i>n.a.</i>

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>n.a.</i>
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)	<input checked="" type="checkbox"/>

List of units (if applicable):-
Brand Communication and Reputation Management
Marketing and the Digital Future
Strategy and Brand Management
Intercultural Business Competencies

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					Postgraduate Diploma in Marketing									
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10
MAR043-6	7	30	Strategy and Brand Management	Core	LO1/LO2									
MAR038-6	7	30	Intercultural Business Competencies	Core		LO1/LO2								
MAR036-6	7	30	Brand Communication and Reputation Management	Core			LO1/LO2							
MAR039-6	7	30	Marketing and the Digital Future	Core				LO1/LO2						

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	MSc Marketing
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
Graduates should be able to demonstrate:										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		x	x	x	x		x			
A comprehensive understanding of techniques applicable to their own research or advanced scholarship		x	x	x	x		x			
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x	x	x	x		x			
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline		x	x	x	x		x			
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		x	x	x	x		x			
Graduates should be able to:										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		x	x	x	x		x			
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level		x	x	x	x	x	x			
continue to advance their knowledge and understanding, and to develop new skills to a high level		x	x	x	x	x				
Graduates will have:										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility		x	x	x	x	x	x			
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations		x	x	x	x	x	x			
the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development.		x	x	x	x	x	x			

Subject Benchmark Statement(s)	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
A systematic understanding of relevant knowledge about organizations, their external context and how they are managed		LO1, LO2, LO3, LO4, LO6
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organization		LO1, LO2, LO3, LO4, LO6
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3, LO4, LO6
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO1, LO2, LO3, LO4, LO6
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO2, LO3, LO4, LO5, LO6
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesize a range of information in the context of new situations		LO1, LO2, LO3, LO4, LO6
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2, LO3, LO4, LO6
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO1, LO2, LO3, LO4, LO5, LO6
Ability to communicate effectively both orally and in writing, using a range of media		LO1, LO2, LO3, LO4, LO6
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO1, LO2, LO3, LO4, LO5
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO2, LO4

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA (2014), 'Master's Degree characteristics'	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession		LO1, LO2, LO3, LO4, LO6
Use initiative and take responsibility		LO1, LO2, LO3, LO4, LO5
Solve problems in creative and innovative ways		LO1, LO2, LO3, LO4, LO6

Make decisions in challenging situations	LO1, LO2, LO3, LO4, LO6
Continue to learn independently and to develop	LO1, LO2, LO3, LO4, LO5
Communicate effectively, with colleagues and a wider audience, in a variety of media	LO1, LO2, LO3, LO4, LO6

Course (or intermediate) qualification and title	Postgraduate Diploma in Marketing
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
Graduates should be able to demonstrate:										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		x	x	x	x					
A comprehensive understanding of techniques applicable to their own research or advanced scholarship		x	x	x	x					
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		x	x	x	x					
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline		x	x	x	x					
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		x	x	x	x					
Graduates should be able to:										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences										
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level										
continue to advance their knowledge and understanding, and to develop new skills to a high level										
Graduates will have:										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility		x	x	x	x					
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations		x	x	x	x					
the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development.		x	x	x	x					

Subject Benchmark Statement(s)	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
A systematic understanding of relevant knowledge about organizations, their external context and how they are managed		LO1, LO2, LO3, LO4
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organization		LO1, LO2, LO3, LO4
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3, LO4
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO1, LO2, LO3, LO4
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO2, LO3, LO4
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesize a range of information in the context of new situations		LO1, LO2, LO3, LO4
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2, LO3, LO4
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO1, LO2, LO3, LO4
Ability to communicate effectively both orally and in writing, using a range of media		LO1, LO2, LO3, LO4
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO1, LO2, LO3, LO4
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO2, LO4

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA (2014), 'Master's Degree characteristics'	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession		LO1, LO2, LO3, LO4
Use initiative and take responsibility		LO1, LO2, LO3, LO4
Solve problems in creative and innovative ways		LO1, LO2, LO3, LO4
Make decisions in challenging situations		LO1, LO2, LO3, LO4

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at

<http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education

www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	MSc Marketing	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, Practices, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	n.a.	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	n.a.	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.