

Undergraduate Marketing Programmes

BA (Hons) International Marketing (Top-up)

Faculty of Business, Law and Social Science

Section One

Programme Philosophy

The ethos of this programme is to 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 undergraduate marketing programme has therefore been designed to give you the practical and professional skills that employers seek.

This underlying ethos of professional practice based learning has been 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. Being employability focused means more than securing a role on graduation, it is an enduring principle that ensures you have the resources and competencies to maximise your career opportunities. We do this by providing the practical skills needed for all stages of your career, from graduation and beyond, as well as ensuring that you have the intellect needed to lead and shape marketing strategies of the future.

Programme Aims

This section articulates the programme level learning aims framed by the five themes of the Academic Plan.

1. Pursuing Excellence	<p>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.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 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.
2. Practice-led, knowledge-applied	<p>Prepare students for a career in marketing by integrating professional skills into teaching, assessment and co-curriculum activities.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1) Applied practice based in-class activities. 2) Practice led assessments.
3. Interdisciplinarity	<p>Provide students with the understanding of marketing within a global context, appreciating the different disciplines used within different contexts.</p>
4. Employability-driven	<p>Enable students to develop key transferable skills that are essential to a career in marketing.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1. Collaboration with the business community for teaching purposes such as the use of live client projects.

	2. Co-curriculum activities such as an externally facing student led marketing agency.
5. Internationalisation	<p>Ensure students have the opportunity to appreciate the global economy and cultural diversity of other countries.</p> <p>This will be achieved through co-curriculum opportunities such activities as sponsored trips.</p>

Programme Outcomes

This section articulates the programme outcomes, specifying the intended knowledge and skills that you will acquire as a result of completing your programme.

This top-up degree is designed to consolidate and build upon your knowledge and practice of marketing developed during previous study and in the workplace. It enhances your understanding of customer-focused management within an international business environment, enabling you to move towards a career as a marketing manager operating in an international context. You will learn from experienced academics and respected professionals from the real world of business, to give you an insight into how businesses work, enabling you to put theories into practice.

In line with level 6 modules on other marketing programmes, the learning outcomes for this programme have a strategic focus, supporting the overall programme philosophy. These are:

- 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 the Quality Assurance Agency for Higher Education (QAA) subject benchmark standards for Business and Management issued in February 2015. Whilst there are no specific benchmarks for marketing, the programme outcomes and the resulting teaching and assessment strategy observes the 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.

Programme Learning, Teaching & Assessment Strategy

Teaching and Learning approach:

The programme-level learning outcomes outlined earlier have informed the teaching and learning approach. 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 programme will help you to develop specific marketing and business knowledge and skills, appropriate to graduate careers in marketing. In addition, as not every graduate may engage subsequently in a marketing role, the skills and attributes designed as part of the learning and teaching strategy will provide you a range of general transferable intellectual and study skills, which, while being highly appropriate to a career in marketing, are not restricted to this, and will also equip you to become effective and responsible global citizens. The programme will prepare students for a career in marketing in an international context, equipping them with the practical skills required to make an immediate impact and the conceptual framework to make a long-term difference in line with the programme philosophy.

To help students develop a considered and detailed knowledge of marketing and business related subjects at an advanced level, a variety of teaching and assessment techniques will be used. You will be part of a supportive learning environment within which students fulfil their academic potential if they actively partake in all of the help and support on offer.

Utilising both the practitioner and academic skills of the teaching team, teaching will consist of a variety of different methods and 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. To achieve this, 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 just about assessment of your learning. The integration of formative assessment will ensure that you have opportunities for

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.

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 completely 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.

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)**

Widening Participation

Higher 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 all to achieve their potential and progress through the course. At key points in the academic year and through their studies 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.

Through the use of specific modules such as professional learners' skills as well as the digital pathway, you will have the opportunity to consider the importance of your digital footprint and create content and artefacts that 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 OpportUNlty 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) projects and for initiatives around Student Academic Mentoring (StAMP). Our 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 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 Engagement

Engagement 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 & Transition

Coming 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, Child 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 Planning

Personal 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 Overview

Existing undergraduate modules have been used to build this programme, enabling students entering directly to this level 6 programme to benefit from being part of a larger cohort of marketing students. However, due care and attention has been undertaken to ensure that the students taking this top-up degree have the right balance of modules for their future career, as well recognising prior learning. For example, taught modules have been used instead of an undergraduate project module as they are deemed to be more appropriate.

Level 6	Level 6 Transition Programme			
	Semester 1	Strategic Marketing Management and Planning (20 credits)	e-Business (20 credits)	Emerging Themes (20 credits)
	Semester 2	International Marketing Planning (20 credits)	Cross Cultural Behaviour (20 credits)	Option Module (20 credits)
	Option module: One to be chosen from: Contemporary Advertising Public Relations and Corporate Reputation			

Level 6 Core modules	Strategic Marketing Management and Planning	e-Business	Emerging Themes	Cross Cultural Consumer Behaviour	International Marketing Planning
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	Examination	Individual Coursework	Individual Coursework	Poster presentation	Individual Coursework
Assessment scope	1 ½ hour case study exam	3000 word report	3,000 words academic paper	A2 size poster presentation lasting 10 minutes	3000 word International Marketing plan
Semester	1	1	1	2	2
Assessment week	15	15	15	14-15	15
Feedback scope	Written	Written	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. Analyse & classify an organisation's current E - business Strategy, identifying their strengths and weaknesses relative to those of their direct competitors	1. Demonstrate the ability to research, analyse, evaluate and synthesise alternate perspectives of a contemporary marketing issue.	1. Demonstrate an in-depth analysis of key factors influencing consumer behaviour across cultures.	1. Prepare solutions for international marketing problems through the application of knowledge and understanding of relevant theory and practices.
	2. Distinguish marketing management techniques to successfully implement and evaluate the strategic marketing plan	2. Recommend effective E – business strategies for the delivery of products and services to increase market share and sustainability	2. Present and justify their position on a chosen emerging issue in a manner that is persuasive, robust and convincingly argued from a critical perspective.	2. Critically analyse the impact of consumer differences on marketing decisions across cultures and international markets.	n/a
	n/a	3. Demonstrate understanding of concepts, theories, frameworks and principles for e – commerce and e – business and their competent use	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a

Programme Specification



Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
Linked PSRB (if appropriate)	n/a	n/a	n/a	n/a	n/a

Level 6 Option modules	Contemporary Advertising	Public Relations and Corporate Reputation
Credit level (ECTS value)	20 (10)	20 (10)
Study Time (%) S/GI/PL	30:70:00	30:70:00
Assessment method	Individual portfolio	Individual coursework
Assessment scope	1500 word creative report brief Individual campaign pitch presentation	3000 word Public Relations/ corporate Reputation plan
Semester	1 and 2	2
Assessment week	14-15	15
Feedback scope	Oral and written	Written
Delivery mode	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
	2. Prepare and deliver an effective contemporary advertising pitch presentation to a professional industry audience.	n/a
	n/a	n/a
	n/a	n/a
Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5☐	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	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 levels 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 in International Marketing BA (Hons) International Marketing
		Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation)	70%	
		Placement (including external activity and study abroad)	0%	
		Impact of options (indicate if/how optional choices will have a significant impact)	n/a	

Additional Information
None

Section Three - *Module Guides for the following modules:*

Strategic Marketing Management and Planning

e-Business

Emerging Themes

Cross Cultural Behaviour

International Marketing Planning

Contemporary Advertising

Public Relations and Corporate Reputation