



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|---|---|--------------------------|----------------|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | University of the West of England | | |
| Delivery Location | University of the West of England | | |
| Study abroad / Exchange / Credit recognition | | | |
| Faculty responsible for programme | Business and Law | | |
| Department responsible for programme | Bristol Business School (Business and Management) | | |
| Modular Scheme Title | Postgraduate Modular Scheme | | |
| Professional Statutory or Regulatory Body Links | | | |
| Highest Award Title | MSc Marketing | | |
| Default Award Title | n/a | | |
| Fall-back Award Title | n/a | | |
| Interim Award Titles | Postgraduate Diploma in Marketing; Postgraduate Certificate in Marketing | | |
| UWE Progression Route | | | |
| Mode(s) of Delivery | FT / PT | | |
| Codes | UCAS: | JACS: | |
| | ISIS2: N50012 | HESA: | |
| Relevant QAA Subject Benchmark Statements | Business and Management | | |
| First CAP Approval Date | QMAC September 2008 | Valid from | September 2008 |
| Revision CAP Approval Date | 3 June 2015 | Revised with effect from | September 2015 |
| Version | 6 | | |
| Review Date | September 2015 | | |

Part 2: Educational Aims of the Programme

This programme is designed to suit the needs of those who wish to specialise after having completed their undergraduate degree, or want to switch career or build on their current marketing related positions.

Marketing is both a vocational practice and a subject of academic study. The programme seeks to reflect this by:

- Providing an academically demanding that draws on current academic concepts, theories and research;
- Maintaining a strong vocational orientation, allowing students to use theory to structure their experience and understanding of marketing activities;
- Enabling students to develop subject specific knowledge and skills as well as an understanding of their areas of application;
- Familiarizing students with a wide range of organizational and market contexts;
- Developing students' capabilities such that they can contribute to and lead marketing related activities.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme is distinctive in combining depth and rigour in the coverage of marketing theory with a broad range of opportunities to apply these to professional marketing tasks. It is integral to the philosophy of the programme that students adopt a structured approach to thinking, encouraging students to reflect on and develop the way in which they apply intellectual skills. Through the development of greater intellectual discipline, students become more effective at negotiating complex and unfamiliar challenges.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding (subject specific)

1. The nature, role and scope of marketing, its relationship with other functions and its contribution to organisational performance;
2. The impact of external and internal factors on marketing activities;
3. Tools and techniques by which marketers understand and influence the organisation(s) that they serve, including strategic planning, financial reporting, financial management, marketing metrics, organisational research, internal marketing, data analysis, data management and knowledge management;
4. Tools and techniques by which marketers understand and influence customers and other stakeholders, including marketing research and information systems, marketing communications, marketing strategies and tactics, transactional marketing, relationship marketing, digital marketing, segmentation, buyer behaviour;
5. The distinctive features of different product, organisational and market contexts and their implications for marketing practice;
6. Research philosophies, strategies and methodologies that can be used in business and management;
7. Current developments and trends in marketing thought and practice;
8. Understanding the relevance of trends in sustainability to marketing thought and practice.

B. Intellectual Skills (generic)

1. Application: the ability to use generic principles, typologies and models to achieve a specified outcome in a particular context. Application is a vehicle through which other intellectual skills are exercised;
2. Analysis: the ability to identify constituent elements of an object, concept or construct. This typically involves processing and organizing information to clarify specific qualities, relationships or differences;
3. Evaluation: the ability to make and justify judgements relating to an object, concept or construct;
4. Synthesis: the ability to put different objects, concepts or constructs together to form a coherent whole.
5. Creativity: the ability to transcend established rules, conventions or patterns of action, thought or communication
6. Reflexivity: the ability to evaluate and consciously develop one's own knowledge and skills (intellectual, professional and transferable).

C. Subject/Professional/Practical Skills (subject specific)

1. Apply the knowledge and skills outlined in A, B and C to marketing activities.

D. Transferable Skills and other attributes (generic)

1. Communicate ideas, arguments and information in a manner appropriate to the audience and task at hand;
2. Use IT skills for data capture and manipulation, to locate material and to support private study and research;
3. Work as part of a team;
4. Initiate, plan and lead team activities;
5. Undertake independent/self-directed study/learning;
6. Manage time and work to deadlines.

Part 3: Learning Outcomes of the Programme

Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD.**

| Learning Outcomes: | UMKDDS-15-M | UMKC8T-15-M | UMKDH3-15-M | UMKC8L-15-M | UMKDH4-15-M | UMKC8P-15-M | UMKDH5-15-M | UMKDH9-45-M | UMKDH6-45-M |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| A) Knowledge and understanding of: | | | | | | | | | |
| 1. The nature, role and scope of marketing, its relationship with other functions and its contribution to organisational performance; | ✓ | ✓ | ✓ | | | ✓ | | | |
| 2. The impact of external and internal factors on marketing activities; | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| 3. Tools and techniques by which marketers understand and influence the organisation(s) that they serve, including strategic planning, financial reporting, financial management, marketing metrics, organisational research, internal marketing, data analysis, data management and knowledge management; | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| 4. Tools and techniques by which marketers understand and influence customers and other stakeholders, including marketing research and information systems, marketing communications, marketing strategies and tactics, transactional marketing, relationship marketing, digital marketing, segmentation, buyer behaviour; | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 5. The distinctive features of different product, organisational and market contexts and their implications for marketing practice; | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 6. Research philosophies, strategies and methodologies than can be used in business and management; | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| 7. Current developments and trends in marketing thought and practice; | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 8. Understanding the relevance of trends in sustainability to marketing thought and practice. | ✓ | ✓ | | ✓ | | ✓ | | | |

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The teaching and learning and assessment strategy of Bristol Business School encourages students to take responsibility for their learning and staff to take responsibility for facilitating that learning. Learning approaches have an overall emphasis on learning through active student involvement. Assessment is viewed as an integral part of the learning process not simply as a measure of the achievement of the learning outcomes.

The vocational emphasis of the programme is reflected in classroom, directed learning and assessment activities that simulate professional marketing activities. Although work-based learning is not part of the scheduled learning, students are encouraged to gain professional marketing experience through initiatives such as the UWE-Integrity student experience scheme, part-time work and volunteering opportunities. Such experience forms an important resource, which is shared throughout the cohort by student-led activities. Where professional marketing activities are simulated, the realism of such simulation is heightened by the use of 'live' case studies, visiting speakers and input from the programme team's research activity.

In certain core module, students receive explicit instruction in transferable skills such personal presentation, argument formation, group work, research skills, written communication skills, and multi-media skills. This supports the development of such skills through a range of learning and assessment activities.

The programme takes an structured approach to the development of students' intellectual skills, encouraging them to approach marketing tasks through a sequence of analysis, evaluation and synthesis. Theory is presented as a means by which to facilitate these three intellectual activities and creativity as a way of enhancing them. As the programme progresses, students are encouraged to apply these skills reflexively, reflecting on their own practice and professional development.

Scheduled learning is typically 24 hours per 15 credit module, delivered through weekly two-hour workshops. In addition, all tutors publish office hours, during which times students can make an appointment to receive individual guidance and feedback. The programme is further supported by a twice – weekly the 'Marketing cafe,' where two senior staff of the Marketing, Events and Tourism cluster provide a drop in clinic where students can seek advice in an informal setting.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial checkups,

Part 4: Student Learning and Student Support

Description of the teaching resources provided for students

Blackboard is the main vehicle by which students are provided with specific resources, in the form of readings, lecture slides, activity briefings, case studies and a range of related materials. Through reading lists, preparatory reading and follow-up activities, students are encouraged to make full use of digital and paper-based library resources.

Description of any Distinctive Features

The structured approach to intellectual skills development is seen as a distinctive feature of this course. The development of a robust intellectual methodology gives the students greater flexibility and confidence in dealing with complex and unfamiliar problems and contexts.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

As with the teaching & learning strategy, assessments are designed to simulate professional marketing activities as accurately as possible. This is achieved through an emphasis on written reports, 'live' case studies and practical tasks. Assessment criteria throughout the programme will focus on the application of intellectual skills (see part 3b) in a variety of organisational and market contexts. Assessments are also designed to develop and evaluate a full range of transferable skills, as well as students' ability to analyze, evaluate and plan their personal development.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods**. These are detailed in the following assessment map:


Assessment Map for *MSc Marketing*

| | | Type of Assessment* | | | | | | | | | |
|--|-------------|---------------------|------------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-------------------------------|
| | | Unseen Written Exam | Seen case study Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio/Critical Reflection |
| Instructions: Add the Component (A or B) to the appropriate column for each Module Number If group work please add a 'G' in the box i.e. A(G) | | | | | | | | | | | |
| Compulsory Modules | UMKDDS-15-M | | | | | | A(G) (70) | | B (30) | | |
| | UMKC8T-15-M | | | | | | | | A (80) | | A (20) |
| | UMKDH3-15-M | | | | | | | | A (100) | | |
| | UMKC8L-15-M | | | | | | | A (75) | | | A (25) |
| | UMKDH4-15-M | | | | | | | | A (75) | | A (25) |
| | UMKC8P-15-M | | A (100) | | | | | | | | |
| | UMKDH5-15-M | | | | | | | | | | A (100) |
| | UMKDH9-45-M | | | | | | | | | A (100) | |
| | UMKDH6-45-M | | | | | | A (10) | A (30) | A (60) | | |
| Option Modules | UMKC8M-15-M | | | | | | | | A (100) | | |
| | UMKC8Q-15-M | | | | | A (50) | | B (50) | | | |
| | UMKCYB-15-M | | A (100) | | | | | | | | |
| | UMKDH7-15-M | | | | | | A (100) | | | | |
| | UMKCR3-15-M | | A (100) | | | | | | | | |

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

| ENTRY | Compulsory Modules | Optional Modules | Interim Awards |
|--|--|--|--|
|  | Contemporary Marketing Practice UMKDDS-15-M Strategic Marketing Planning UMKC8T-15-M Marketing Analytics UMKDH3-15-M Principles of Marketing Communications UMKC8L-15-M Research Methods for Marketing UMKDH4-15-M Global Marketing UMKC8P-15-M Dissertation Research Methods UMKDH5-15-M Dissertation (Marketing) UMKDH9-45-M OR Work-based Project UMKDH6-45-M | Choose two from: <i>(subject to availability)</i> Customer Relationship Management UMKC8M-15-M Promotion and Society UMKDH7-15-M Social Marketing Principles and Policy UMKCR3-15-M OR one from above plus <u>one</u> from Digital Marketing UMKC8Q-15-M Corporate Communications UMKCYB-15-M | Postgraduate Certificate in Marketing <ul style="list-style-type: none"> Credit requirements: 60 compulsory credits, which must include UMKDDS-15-M Contemporary Marketing Practice Postgraduate Diploma in Marketing <ul style="list-style-type: none"> Credit requirements: 120 |

GRADUATION

Part time:

The part-time route is flexible, allowing students to study alongside full timers at their own pace. Part-time students typically complete the full programme in 2.5 – 3 years.

Part 7: Entry Requirements

1. An honours degree (minimum 2.2) in any subject from a recognised UK Higher Education institution or equivalent from a recognised overseas institution. Students whose first degree involves a significant element of marketing (more than 1/3rd will not normally be offered a place).

Part 7: Entry Requirements

2. Students for whom English is foreign language

Unless gained degree in UK or programme was delivered in English language in home institution then:

IELTS 6.5

TOEFL 600 (computer version 250)

Conditional offers should be made where students apply without language qualification.

3. Students who do not have a good or recognised honours degree

EITHER:

Must have successfully completed a programme of study post 18 years of age resulting in professional qualifications such as the professional Diploma in Marketing or must have achieved excellent results in qualifications such as BTEC.

and

Have 3 years relevant work experience

Or

Have a GMAT score of 550

Part 8: Reference Points and Benchmarks

The programme has been designed to accord with the UWE Bristol 2020 Strategy in emphasising a vocational orientation and the practical application, of academic and professional skills and knowledge.

The views of current students, alumni, employers and external academic advisors have been taken into account in the development of the programme.

The programme aligns to level 7 of the Framework for Higher Education Qualifications and against the 2007 Subject Benchmark for Masters courses in Business and Management (type 1 and 2) and the SEEC (2010) credit level descriptors for level 7.

The design has also been informed by the Chartered Institute of Marketing's *Professional Marketing Standards* 2014.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).