GCU London
MSc Luxury Brand Marketing

Programme Specification Proforma

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

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1. GENERAL INFORMATION
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<tr><td>1.</td><td>**Programme Title:**</td><td>Luxury Brand Marketing</td></tr>
<tr><td>2.</td><td>**Final Award:**</td><td>MSc</td></tr>
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<tr><td>5.</td><td>**Approval Date:**</td><td>April 2015</td></tr>
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2. EDUCATIONAL AIMS OF THE PROGRAMME

In response to the unique proposition that luxury goods and services present in the global market place together with the emergent body of academic interest that has developed in this field, the MSc Luxury Brand Marketing programme aims to provide an opportunity for graduates to study luxury marketing within a global context whilst also being cognisant of the wider responsibilities of businesses including responsible leadership.

Students on the programme will be given the opportunity to study marketing theory and practice through a variety of specialised subjects including luxury consumer behaviour, luxury branding and marketing communications and examination of legal aspects of branding within a luxury context. In addition, either undertake a work placement, study abroad, volunteering work or desk based consultancy. Students are also furnished with the opportunity to engage in independent research through the research project.

The programme is most appropriate for students who have previously studied business at undergraduate level and who wish to develop a deeper understanding of the tools and techniques available to managers and apply these in a luxury brand marketing context. The programme may also appeal to students who are from a non-business background but are committed to developing a marketing career in luxury branding. The programme is offered both full and part time. Future consideration may be given to a part time study option. Practitioners are very welcome to apply hence the programme welcomes applications through the Flexible Entry route involving Credit Transfer and RPL.

It is anticipated that future graduates of the programme will be able to perform as professionals applying their knowledge, real world problem solving skills and competences in order to successfully achieve jobs within the luxury brand marketing sector. Specifically, the educational aims of the programme are to:

- Provide students with a range of opportunities for studying theory and practice relevant to luxury brand marketing;
- To prepare and equip students with the appropriate academic knowledge to enable students to communicate effectively on issues relating to luxury brand marketing;
- Offer students the opportunity to engage in real world problem solving through, for example, a work placement opportunity or desk based consultancy;

- Provide students with the opportunities for personal development through undertaking a individual research project. In particular, encouraging students to be independent learners, highly motivated and self confident individuals;
- Prepare students for careers within luxury brand marketing, in particular, to develop a range of skills and attributes to enhance students' employability as potential marketing professionals within the luxury sector;
- Provide not only subject-related knowledge skills but also research, study and personal skills.
- To facilitate development of critical thinking, analytical skills and research practices to enable students to comprehend and select appropriate methodologies and research techniques for independent research.

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3.   INTENDED LEARNING OUTCOMES
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: [cross refer to the appropriate benchmark statement]

3A   Knowledge and Understanding:

A1   Analytical tools and frameworks for strategic marketing within the context of the global environment and consideration of responsible leadership;
A2   Consumer-led sustainable marketing practices with a luxury marketing context;
A3   Branding theory through an examination of key theoretical frameworks relevant to brand identity, personality, brand relationships and brand culture and applied to the luxury sector;
A4   Legal aspects of brand management including law relating to copyright, patents, trademarks and passing off, and its significance for brand management practice;
A5   Marketing communication theory and application of the marketing communications mix;
A6   Frameworks and techniques required for the management of people and processes in the luxury sector;
A7   Philosophical approaches to and range of methods for conducting academic research.

3B   Intellectual Skills:

B1   Critically review, synthesise and develop knowledge relevant to luxury brand marketing;
B2   Analyse, evaluate and synthesise qualitative and quantitative secondary information;
B3   Critically analyse relevant academic marketing theories and apply models, tools and techniques to real world problems;
B4   Utilise relevant primary and secondary information sources, synthesise and generate decision alternatives and formulate creative solutions;
B5   Ability to reflect on personal learning to evaluate personal skills and practice;
B6   Demonstrate originality, insight and innovativeness in tackling and solving problems.

3C   Professional/ Practical Skills:

C1   Think critically, creatively and argue coherently;
C2   Effective use of communication and information technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations;
C3   Think independently and use initiative and apply professionalism in the use of a range of oral communications techniques when articulating ideas and concepts;
C4   Organise, analyse, interpret data and articulate knowledge;
C5   Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations;
C6   Ethical decision-making, negotiation and conflict resolutions skills.

3D   Transferable/Key Skills:

D1   Cognitive and intellectual skills including critical thinking, creativity and ethical problem-solving; analytical skills; strategic conceptualising and envisioning;

D2   Presentation skills: written communication in a variety of formats; visual communication and oral presentational skills;

D3   Planning and time-management; organising and planning work; self-management and independent working;

D4   Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset;

D5   Inter-personal and group working skills including questioning and listening, influencing and persuading, advising others and giving feedback;

D6   Research skills: information retrieval and collection; data analysis and synthesis.

The University's Strategy for Learning requires all of the University's programmes to embed in the curriculum a clear framework of design principles, which include: 'engaged learning', divergent thinking, personalized learning, 'inclusive, accessible learning, 'broader and deeper learning', 'flexible learning',' ''global learning,', real world problem solving', 'entrepreneurship and employability' and 'responsible leadership and professionalism'. Whilst a mechanism to embed these principles is strategically at the level of the School, they can also be embedded at programme level through teaching and learning strategies. The Table below provides some examples of how the above Learning Outcomes will be developed, demonstrated, assessed and incorporated into the University's Strategy for Learning.

Table 1 Strategy for Learning and Programme's Learning Outcomes Mapping

Strategy for Learning Design Principles	Examples of where Learning Outcomes are developed, demonstrated, assessed and incorporated in the curriculum (including examples of digital learning/ technology)
Engaged learning	Students are seen as partners in the supervision process of the research project for the module Project and Research Design and also in the Research Project: Design and Methods module. Students are also considered as partners in the choices made regarding visiting lecturers and also visits, which are built into the programme curriculum. The Consumer-Led Sustainable Marketing module is designed to feature a COIL (Collaborative Online International Learning) project – the project is driven through student engagement utilising various technologies (B1, B2, C1, D1, D5).
Divergent thinking	In the exam for the module Consumer Led Sustainable Marketing students are asked to apply their consumer behaviour understanding to emerging themes and contemporary issues; the question is open ended without a set solution. Strategic Marketing and of Luxury Goods adopts a case study approach to explore ideas relating to global issues, divergent thinking and responsible leadership (A1,B5,C6, D4).
Personalised learning	Developing Personal and Professional Competence requires students to develop personal and professional development plans and provides the opportunity for reflection. Further students have the opportunity to personalise a number of assessments through, for example, their choice of brand to develop and explore (A6,C5, D3).
Inclusive, accessible learning	All modules across the programme ensure that learning is underpinned by values of equity and fairness e.g. Strategic Marketing and of Luxury Goods requires students to produce an individual report that involves explores an aspect of managing and implementing responsible strategies and is cognisant of the complex global environment in which luxury businesses operated (A1, B3, D4)
Broader and deeper learning	The dissertation module requires students to produce a substantive piece of work (15,000 words). Also, the exploration of emerging themes and contemporary issues linked to the UN Global Compact in the Consumer Led Sustainable Marketing module allows for a broader understanding of the environment within which marketing professionals operate (A7, B1, B4, B6, C2, C3, C4, D2,D3,D6).
Flexible learning	The programme is designed to allow for two intakes per year allowing students to commence their studies when it suits them. Also, the Developing Personal and Professional Competence module requires students to reflect on a learning experience – this could based on part-time activity during the studies or full-time

		internships/ study abroad options as a sandwich option. Students are furnished with autonomy in flexibility, which is offered in some assessment briefs wherein they can select a brand/company to explore e.g. the module Global Branding and Integrated Marketing Communications (A7, A3, A5, B6, C2, D1)
Global learning		A number of modules serve to present to students key concepts, international challenges and cultural differences evident within the global environment. Modules Global Branding and Integrated Marketing Communications and Consumer-Led Sustainable Marketing are cognisant of this within the design of their assessments – the Consumer-Led Sustainable Marketing will serve as a platform to embed a COIL (Collaborative Online International Learning) project utilising a range of digital technologies (A1, A2, A3, B4, C5, D4,D6).
Real world problem solving		Use of case studies and external speakers serve to provide work related learning. Developing business awareness in embedded across modules. For example, in the module Legal Aspects of Brand Management, students are presented with a legal reasoning problem related to brand management, which they are required to solve and present in a written essay (A4, A7, B1, B3, C3, D1,D2).
Entrepreneurship and employability		Entrepreneurship is embedded in the module Strategic Marketing and of Luxury Goods wherein students examine small luxury craft businesses. Aspects of employability is embedded across all modules but, in particular, skills for personal and professional development are developed within the module Developing Personal and Professional Competence (A1, B5, C5, D2,D4,D5).
Responsible leadership and professionalism		Professionalism is embedded and assessed in Developing Personal and Professional Competence. Aspects of Responsible Leadership is evident across a number of programmes, for example, ethical practices in dealing with various stakeholders is examined in the modules Global Branding and Integrated Marketing Communications and Strategic Marketing and of Luxury Goods. The module Consumer-Led Sustainable Marketing explores issues around safeguarding consumer interests in relations to responsible marketing practices (A1, A2, A5, B3, B4, D4,D5)

Table 2 presents the modules together with the assessment tools used to measure the extent to which learning outcomes will be successfully achieved.

Table 2 Programme Modules and Assessment Tools Mapping

Module Code	Module Title	Credits	Coursework		Exam
			Coursework One	**Coursework Two**	
MMN223649	Developing Personal and Professional Competence	20	Personal development plan. 1500 words. (40%)	Learning Experience Log. (60%)	
MMN223636	Research Project: Design and Methods	20	4000 word research proposal (Individual) (100%)		
MMN523635	Consumer-Led Sustainable Marketing	20	Presentation (Group) - peer assessed presentation based on consumer behaviour project (50%)		Exam 2 hours (50%)
MMN523644	Global Branding and Integrated Marketing Communications	20	Individual Brand portfolio (60%)	Individual Integrated Marketing Communications Plan (40%)	
MMN523658	Strategic	20	Report (Individual) –		

		Marketing of Luxury Goods		4000 words (100%)		
	MMN523640	Legal Aspects of Brand Management	20	Group Presentation (20%)	Essay, 2000 words (30%) Essay, 3500 words (50%)	
	MMN223633	Dissertation	60	100% research project dissertation (100%) – (15000 words)		

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHEM Level
3 from the following (at least <u>one</u> from those marked *)

Module Code	Module Title	Credit
	Developing Personal and Professional Competence	20
	Research Project: Design and Methods	20
	Consumer-Led Sustainable Marketing*	20
	Global Branding and Integrated Marketing Communications*	20
	Strategic Marketing of Luxury Goods*	20
	Legal Aspects of Brand Management*	20

Exit Award – Post graduate Certificate in Luxury Brand Marketing   *60*

All of the following

Module Code	Module Title	Credit
	Developing Personal and Professional Competence	20
	Research Project: Design and Methods	20
	Consumer-Led Sustainable Marketing	20
	Global Branding and Integrated Marketing Communications	20
	Strategic Marketing of Luxury Goods	20
	Legal Aspects of Brand Management	20

Exit Award – Post graduate Diploma in Luxury Brand Marketing   *120*

All of the following

Module Code	Module Title	Credit
	Developing Personal and Professional Competence	20
	Research Project: Design and Methods	20
	Consumer-Led Sustainable Marketing	20
	Global Branding and Integrated Marketing Communications	20
	Strategic Marketing of Luxury Goods	20
	Legal Aspects of Brand Management	20
	Dissertation	60

Exit Award – Masters in Luxury Brand Marketing   *180*

The MBA Luxury Brand Management complies with the GCU exit requirements for a Master's programme. This modular programme reflects the Scottish Credit and Qualification Framework (SCQF) and follows the standard Glasgow Caledonian University structure for Postgraduate programmes, which normally comprise 180 credits. The programme will be offered on a part time basis – normally 3 years.

The time frame in which the student chooses to complete their award will reflect; work load commitments, personal work life balance, initial confidence in studying at M-level, and for self- funding students the impact of module fees. For these reasons the programme has been designed to be very flexible so that it will meet the needs and aspirations of a wide range of students. Below is an example of the part time study route.

Year 1 Year 1= 80 credits (select 3 modules for exit award of PgC

Trimester A	Trimester B	Trimester C
Developing Personal and Professional Competence 20 credits	Global Branding and Integrated Marketing Communications 20 credits	
Consumer Led Sustainable Marketing 20 credits	Strategic Marketing of Luxury Goods 20 credits	

Year 2 = 40 credits (plus Year 1 for exit award PgD) plus dissertation for exit award of Masters

Trimester A	Trimester B	Trimester C
Legal Aspects of Brand Management 20 credits	Dissertation 60 credits	
Research Project: Design & Methods 20 credits		

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of GCU London's contribution to Strategy 2020 serves to provide an outstanding research informed learning environment, high quality educational experiences and innovative services. In doing so, GCU London strives to ensure that in all that it does, it has a positive impact through a rich experience that leads to transformational development. MSc Luxury Brand Marketing programme provides the opportunity for the School to embed this contribution. To this end, the academic team place high importance on providing support for its students to help them make a successful transition from undergraduate to postgraduate education.

As soon as students embark upon their programme of study, support begins to take place via the Induction programme wherein students are first introduced to the programme's library representative. The library has an extensive range of resources and provides access to other local and national library resources. At this point, they are also introduced to the University's e-mail facilities and open access to University IT facilities. In all, students are encouraged to make full use of the computing and library resource facilities at GCU London and beyond.

In addition, in keeping with the QAA Enhancement Themes programme, which serves to enhance the student learning experience in Scottish higher education (current theme being Student Transitions (2014-17), as part of transition to Masters level, support for learning includes providing high quality academic feedback that is timely, fit for purpose and designed to enhance the future learning of students. The University's commitment to continuously improving the student learning experience is evidenced by the Introduction of Feedback Principles, which apply to all students. The purpose of devising these principles is to ensure that students have the skills and confidence to use this feedback positively to enhance their future learning and improve the GCU experience. To make a real difference to the learner experience, it is acknowledged that the teaching and learning approach must strive to engage students in active and self-directed learning. Blended learning and flipped learning serves to facilitate this. These are key to the learning and teaching approaches adopted within the University and at GCU London.

<u>International Students</u>
Recognising the challenges facing international students, a number of initiatives are devised catering specifically for these students in addition to the general induction activities prior to the programme commencing. Activities include opportunities for social networking (getting to know peers and teaching team) and student orientation and familiarisation. The initial events will also include sessions on clarifying expectations, observations from the teaching team on their experiences of teaching international students and providing them with specific support. In addition, two activities introducing students to the local environment within which GCU London is based takes place. Firstly, a tour of the local area and, secondly, a group task is devised wherein students are asked to capture elements of the business and cultural environment of this area. Following on from this, a regular transition programme will facilitate adjustment to GCU and contribute to student learning with sessions on a range of assessment matters including English language support, academic writing, citation, referencing and plagiarism. The programme team together with the Academic Development Tutor will proactively take steps to enhance the quality of the student learning experience.

With extensive experience in teaching overseas students, the teaching team is sensitive to cultural diversity, and within the curriculum draws on cross-cultural illustrations and ideas to enhance study and involve students. Contact staff will take steps to build trust, create a spirit of open inquiry in the student body and overcome cultural barriers to effective learning. Student centred learning is central to the programme's SfL, however it is vital that modules are managed effectively and that curricula are structured, coordinated and directed towards specific goals. The teaching team is aware of the need to provide participants with an ordered and integrated series of lectures, seminars and other types of learning experience. An ordered and managed teaching environment is fundamental to the student learning experience, therefore teaching materials and activities will provide the student with the structure and framework they need to pursue independent learning.

The importance of the virtual learning environment (VLE) in the SfL is reflected in the module descriptors. In addition, emphasis is placed in the use of the VLE; GCULearn as a useful communication tool for international students. Advance posting of lecture, reading and assignment materials allows the international, as well as the home student to explore themes before attending lectures and seminars. Students have the opportunity to investigate language, research ideas and generally think through issues and prepare for lectures and seminar discussions. Online discussion groups and other forms of e-communication provide the student with the time and facilities to overcome language difficulties, improve articulacy and develop confidence. In short, GCULearn is a support mechanism which allows international (and other) students to manage their own learning and interactions with staff.

Examples of specific sources of support and initiatives that can be accessed by students are presented in Table 3.

Table 3 Sources of Student Support

PPACT	Student-owned record and action plan
ISSS	International Student Support Service specialises in visa and immigration advice
SMILE	Digital literacy training package
PLATO	Plagiarism teaching online
Languages at Caledonian	Language support provided for postgraduate students looking to develop their language skills in e.g. French, Spanish, Italian and German.
Academic Development Tutor/Learning Development Centre	Provides academic writing support for home and international students, ICT support, advice on study skills and other academic support and guidance. Forms of support are online, face to face one-to-one and also workshops.

6. **CRITERIA FOR ADMISSION**

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:
Entry to the MSc Luxury Brand Marketing programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent, normally at grade 2.2 or above.

Students with an unrelated degree wishing to move in to this area of business management will be considered. The overriding consideration will be the Programme Leader's assessment of the student's ability to undertake the Programme successfully.

Additionally, all students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

Applicants who do not satisfy the 2.2 Honours requisite who have completed an INTO Graduate Diploma in Business (eg GCU/INTO's Graduate Diploma in English with Business) or a comparable programme from similar institutions (eg Kaplan) will also be considered.

English Language Qualifications
The Table below illustrates the qualifications/ tests which are regarded as indicating a suitable level of competence.

Qualification/Test	Score
IELTS (British Council International English Language Testing Service)	6.00
Computer-based test in English as a foreign language (TOEFL)	213
Cambridge Certificate in Advanced English	Grade C
Cambridge Certificate of Proficiency in English	Grade C
London Chamber of Commerce: English for Business Examination	Third Level
London Chamber of Commerce: English for Commerce Examination	Third Level
Oxford - ARELS Examination (Higher Level)	Credit
Oxford International: Business English Certificate	Pass
University of London: Certificate of Attainment in English (Graded Tests)	Level 5

Pre-Sessional English & Study Skills Courses
A pre-sessional course run through the summer at Glasgow Caledonian University prepares international students for life and study in London in the following ways:

- For those with an IELTS proficiency equivalent to 5.5 or above, successful completion of the intensive English language course is an alternative to taking the IELTS exam in order to fulfil the condition of entry for the programme
- Obtain the essential academic skills needed to study effectively
- Become familiar with the city/university and get settled into accommodation before the programme begins in September

Flexible Entry: Credit Transfer and RPL
Candidates will be actively considered and encouraged to apply under the GCU Guidelines for Flexible Entry: Credit Transfer and Recognition of Prior Informal Learning (RPL). The process of measuring experiential learning is known as RPL. This refers to learning which has not previously been assessed, or credit-rated, including that achieved through work experience. An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (RPL). Applicants may be granted entry with advanced standing, if

they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning. There are programme limits on the amount of credit that can be awarded through RPL and credit transfer. Candidates presenting claims for prior learning must achieve 50% of the credit required at the final level of their award through accredited modules.

Entry with Advanced Standing
In considering applications for direct entry, the University's "Recognition of Prior Learning Policy" will be adhered to: http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/RPL at GCU Policy revised June 2014.pdf

7. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners'' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Module Approval and Re-Approval
- Programme Approval and Re-approval

Committees with responsibility for monitoring and evaluating quality and standards:
- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- GCU London School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:
- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCULearn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Academic Development Tutor

Staff development priorities include:
- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Consultancy and industry engagement
- Engagement in staff development workshops
- Engagement in GCU London Research Seminars

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8. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Assessment Regulations

Taught Postgraduate Programmes
http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/University%20Assessment%20Regulations%202015-16%20Taught%20Postgraduate.pdf

apply to this programme, there are no exceptions

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9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports which are considered at Programme Boards
- Annual module review report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student programme questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

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10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Module Handbook
- University Website http://www.gcu.ac.uk
- GCU London Website http://www.gculondon.ac.uk
- GCULearn
- My Caledonian
- University Prospectus

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 assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE**:   October 2015**

Table 4 Curriculum Map for MSc Luxury Brand Marketing
The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3   **PSMAP**

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules   Programme outcomes

	Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
LEVEL M	MMN223649	Developing Personal and Professional Competence						X						X		X	X	X		X	X			X	X	X	
	MMN223636	Research Project: Design and Methods							X		X	X	X			X		X	X			X		X			X
	MMN523635	Consumer-Led Sustainable Marketing		X						X		X		X				X		X	X	X	X		X	X	
	MMN523644	Global Branding and Integrated Marketing Communications			X		X			X	X			X										X	X			
	MMN523658	Strategic Marketing of Luxury Goods	X							X			X					X	X		X			X			
	MMN523640	Legal Aspects of Brand Management				X				X		X				X	X	X			X			X	X	X	X
	MMN223633	Dissertation							X		X	X	X		X	X	X	X	X	X			X	X	X			X

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Completion of Programme Specification

Programme teams:

- are expected to review the programme specification as part of the annual programme monitoring process
- will use this amended pro-forma for new programmes approved from September 2004
- will be expected to modify the current specifications on the next occasion programmes are re-approved

Each Programme Specification should be accompanied by a Curriculum map (PSMAP).

Intended Learning outcomes

The University Senate has approved the framework for employability assets shown below.

1. The set of "Traditional Academic Skills" should be addressed via sub- headings A, B and C of Section 3 of the Programme Specification.
2. "Personal Development Skills" and "Enterprise or Business Skills" should be substituted for the list under sub-heading D.

NB.
- The expectation is that not all of the learning outcomes are necessarily directly assessed e.g. a task might be undertaken as a team but individually assessed.
- Programme teams will decide when developing programmes which of the Enterprise or Business Skills assets described below are relevant to their programme.

FRAMEWORK FOR EMPLOYABILITY ASSETS

TRADITIONAL ACADEMIC SKILLS - including specialist knowledge, ability to apply knowledge, logical thinking, critical analysis, problem-solving, written and spoken communication, ability to use numerical data, computer literacy and research skills

PERSONAL DEVELOPMENT SKILLS - including self-confidence, self-discipline, self-reliance, awareness of strengths and weaknesses, creativity, independence, knowledge of international affairs, desire to go on learning, ability to reflect, reliability, integrity, honesty and regard for others

ENTERPRISE OR BUSINESS SKILLS - including entrepreneurial skills as appropriate, ability to prioritise tasks, time management, interpersonal skills, presentational skills, ability to work in teams and leadership skills, commercial awareness, flexibility, innovation, independence and risk-taking