

**GLASGOW CALEDONIAN UNIVERSITY**

**1. GENERAL INFORMATION**

1.	<b>Programme Title:</b>	MSc Marketing
2.	<b>Final Award:</b>	MSc Marketing
3.	<b>Exit Awards:</b>	Postgraduate Certificate Marketing Postgraduate Diploma Marketing MSc Marketing
4.	<b>Awarding Body:</b>	Glasgow Caledonian University
5.	<b>Approval Date:</b>	November 2017
6.	<b>School:</b>	Glasgow School for Business and Society
7.	<b>Host Department:</b>	Business Management
8.	<b>UCAS Code:</b>	
9.	<b>PSB Involvement:</b>	
10.	<b>Place of Delivery:</b>	Any GCU Campus
11.	<b>Subject Benchmark Statement:</b>	QQA Master's degrees in Business and Management Benchmark Statement 2015
12.	<b>Dates of PSP Preparation/Revision:</b>	January 2018

**2. EDUCATIONAL AIMS OF THE PROGRAMME**

The MSc Marketing programme aims to provide students with a comprehensive understanding of the challenges faced by marketers operating in an international and digital environment and the strategies, policies and practices key to managing these challenges. Central to the programme is the personal and professional development of students with an emphasis on responsible leadership and sustainable management practice.

The overall aim of the programme is to provide students with an intellectually challenging and vocationally relevant education to Masters level in the area of Marketing but with emphasis on digital marketing applications. This Master's degree will enhance student employability through participation in a wide range of teaching and learning experiences including work experience, integrative case studies, group projects, data analysis exercises, presentations and industry speakers.

The programme aims to meet the needs of students who wish to pursue a career in marketing. Students may come from a background of having studied a business related subject who wish to gain a greater understanding of Marketing to enhance their career opportunities. However, the programme will also be attractive to applicants who have studied non-business related subjects (e.g., engineering, social sciences, psychology, etc) at undergraduate level. The programme is offered on a full-time and part-time basis. The programme welcomes applications through the Flexible Entry route involving Credit Transfer and RPL.

- Develop critical awareness and understanding of marketing strategies and key current issues relating to their design, planning and implementation
- Develop knowledge and cognitive skills in the context of marketing as an academic discipline and as a management function with the ability to think logically, critically, reflectively and ethically
- Provide an analytical appreciation of the business and digital environment and the organisational contexts of marketing management
- Develop skills to integrate and apply the knowledge, approaches and methods of marketing to

an international and digital context

- Foster an advanced conceptual and applied understanding of the business and marketing activities through work placements or equivalents
- Facilitate life-long career development skills through personal development planning, practical experience and critical reflective self-development techniques
- Cultivate an evaluative and critical approach to modern marketing theory and practice and an appreciation of the increasingly important role of branding, communications, technology and relationship-building in marketing strategy
- Develop skills to critically evaluate realistic marketing situations and problems and apply marketing knowledge and understanding to make strategic, innovative and creative decisions and plan implementation procedures
- Acquire knowledge on marketing research techniques and methodologies and develop skills in applying this to a proposal for an independent marketing dissertation project
- Develop skills to synthesise, explore and apply knowledge and understanding of marketing theories, concepts and practices through the undertaking of an marketing dissertation project
- Facilitate and build on personal and transferable skills related to independent research, problem solving, critical thinking, CIT and inter-personal communication

### **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:*

#### **3A Knowledge and Understanding:**

- A1 Principles of marketing and the theories and tools for gaining and responding to consumer insights
- A2 The principles, issues and problems underpinning the design and implementation of marketing strategies and communications
- A3 Research design, research methods and data analysis techniques
- A4 The role of digital technology in marketing and the principles and techniques in creating digital strategies
- A5 Contemporary issues, policies and practices relating to ethics, responsible leadership and responsible management
- A6 Tools and contexts in which to achieve personal and career development

#### **3B Practice: Applied Knowledge, Skills and Understanding:**

- B1 Develop a strategic marketing and brand plan and engage in competitive strategy formulations
- B2 Design effective marketing communication campaign
- B3 Analyse consumer behaviour and develop strategic responses
- B4 Analyse digital data and draw meaning for the purpose of forward planning
- B5 Undertake digital marketing research
- B6 Apply marketing knowledge to resolve a work based scenario or problem

#### **3C Generic Cognitive Skills:**

- C1 Critically review, synthesise and develop knowledge relevant to Marketing
- C2 Critically analyse, evaluate and synthesise qualitative and quantitative data
- C3 Critically analyse contemporary thinking, research and business practice in Marketing
- C4 Appropriately utilise relevant information sources to generate alternative decisions and solutions
- C5 Demonstrate originality, insight and innovativeness in problem solving
- C6 Reflect on personal learning and career development

### **3D Communication, Numeracy and ICT skills:**

- D1 Effective use of communication and information technologies to present ideas, analyse problems and develop concise conclusions
- D2 Professionalism in the use of a range oral communication techniques
- D3 Report and project writing skills
- D4 Numeracy skills in interpreting data
- D5 Creative digital communication skills
- D6 Data analysis skills including digital data

### **3E Autonomy, Accountability and Working with Others:**

- E1 Planning and time-management; organising and planning work; self-management and independent working
- E2 Intercultural awareness : understanding different perspectives, multi-cultural sensitivity and appreciation and development of global mind-set
- E3 Inter-personal and group working skills including questioning and listening, influencing and persuading, advising others and giving feedback
- E4 Effective leadership and team working skills including team building and project management

The GCU Common Good strategy is also incorporated. The EGRL module addresses the Common Good via three key strands - Governance, Ethics and Leadership and within this context Common Good attributes will be developed e.g. active and global citizenship, Entrepreneurial mind-set, responsible leadership and confidence. These attributes are developed via modules content and LTAS but also through extra-curricular activity as GCU offers student numerous extra-curricular opportunities to engage with the wider community and make a difference to the lives of others. In addition, most students develop these attributes independently of the university through their involvement in social and economic activities through family, neighbours and other areas of social capital development including volunteering and political and social activism and work.

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

### **SHEM Level**

Module Code	Module Title	Credit
MMN424936	Ethics, Governance and Responsible Leadership	15
MMN524957	Consumer Behaviour	15
MMI224940	Digital Analytics	15
MMN524959	Digital Marketing	15

### **Exit Award – Post Graduate Certificate 60**

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MMN524955	Integrated Marketing Communications	15
MMN524958	Marketing Planning and Strategy	15
MMN524960	Strategic Brand Management	15

### **Exit Award – Post Graduate Diploma 120**

Module Code	Module Title	Credit
MMN224938	Masters Research Project	60

## 5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities
- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

## 6. CRITERIA FOR ADMISSION

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

### **Programme Admission Requirements:**

Entry to the programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

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).

### **Flexible Entry - Credit Transfer and RPL:**

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 (Recognition of Prior Learning). 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.

## 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)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

**Committees with responsibility for monitoring and evaluating quality and standards:**

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- 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
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year 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

## **8. ASSESSMENT REGULATIONS**

*Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.*

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

## **9. INDICATORS OF QUALITY AND STANDARDS**

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring 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/institutional review

- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

## 10. INFORMATION ABOUT THE PROGRAMME

### Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- 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: January 2018