

Programme Title: MSc in Marketing



## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MSc in Marketing
Name of interim award(s):	n/a
Duration of study / period of registration:	12 Months (Full-time)
QMUL programme code(s):	N1Q2
QAA Benchmark Group:	N100 Business and Management
FHEQ Level of Award:	Level 7
Programme accredited by:	n/a
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

School of Business & Management

Collaborative institution(s) / organisation(s) involved in delivering the programme:

n/a

### Programme outline

This programme is unique in its emphasis on the relationship between marketing and other social phenomena such as elections and the culture of consumption. You will examine the processes of globalisation and its impact on multinational enterprises and national firms. You will also compare strategies involved in marketing, examine the role played by marketing communication, discuss the contemporary debate over marketing ethics and contrast different approaches to the study of marketing. By the end of the course, you will have developed a comprehensive knowledge of the issues, theories and the working practices connected with this dynamic field.

Key features:

- This programme will introduce you to the fundamental theories that underpin developments in marketing practice and strategy
- You will gain an understanding of the nature of global brands and their role in creating relationships in a global market
- You will learn about the centrality of consumers as crucial stakeholders
- You will learn about qualitative and quantitative research methods and how to design marketing strategies

## Aims of the programme

By the end of the programme, the student should:

- Have acquired a depth of knowledge and understanding of some of the key theories, approaches and issues in the field of marketing;
- Have demonstrated transferable cognitive skills in relation to the analysis, synthesis and evaluation of the knowledge of marketing;
- Be able to appraise critically complex and contradictory areas of knowledge in the core and option modules;
- Be able to evaluate the appropriateness of the use of qualitative and quantitative research methods in particular contexts;
- Have developed a range of personal skills including presentation skills, argumentation, evaluation, problem solving, interactive and group skills, self-appraisal, autonomy in planning and management of learning.

## What will you be expected to achieve?

The School promotes active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element and in some this will require collaborative group work. We expect informal work groups to emerge particularly in the more numerically based subjects. Clear guidance on basic and supplementary reading is given.

### Academic Content:

A 1	Develop knowledge and skills in business and management subjects
A 2	Develop knowledge and skills in business and management subjects
A 3	The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

### Disciplinary Skills - able to:

B 1	Develop a sound understanding of contemporary business/organisational contexts
B 2	Develop an understanding of theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context.
B 3	Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.
B 4	The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

### Attributes:

C 1	Deliver an advanced study of organisations, their management and the changing external context in which they operate;
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C 2	Develop the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice;
C 3	Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large;
C 4	Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

### How will you learn?

Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

#### Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School's Postgraduate webpage.

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

### How will you be assessed?

Modules are typically assessed by a combination of coursework (usually 20-40% of the total mark) and final (two hour) examinations; however there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

BUSM178: Elective non-credit bearing module which run both Semesters (A and B) - students can take this module in either semester.

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This provides details of the core and elective modules in each Programme; the documentation students must complete; exams; coursework and assessment; the Student Handbook; the Dissertation (structure; organisation; research and plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes. Curriculum development and delivery are overseen by the Programme Organiser through the relevant School Teaching Review Group which reports to the School's Teaching and Learning Committee (TLC). TLC oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the

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appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well by external sources (External Examiners, and views filtered through the College's International Office).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation for Marketing	BUSM106	60	7	Core	1	Semester 3
Understanding Consumer Behaviour	BUSM058	15	7	Compulsory	1	Semester 1
Introduction to Marketing Theory and Concepts	BUSM094	15	7	Compulsory	1	Semester 1
Relationship and Network Marketing	BUSM096	15	7	Compulsory	1	Semester 1
Digital Marketing	BUSM099	15	7	Compulsory	1	Semester 1
Brand Management	BUSM026	15	7	Compulsory	1	Semester 2
Research Methods for Marketing	BUSM098	15	7	Compulsory	1	Semester 2
Services Management	BUSM183	15	7	Elective	1	Semester 2
New Product Development & Business Ecosystems	BUSM084	15	7	Elective	1	Semester 2
International Business Strategy	BUSM089	15	7	Elective	1	Semester 2
Social and Political Marketing	BUSM095	15	7	Elective	1	Semester 2
Social and Sustainable Innovation	BUSM146	15	7	Elective	1	Semester 2
Graduate Professional and Academic Skills	BUSM178	0	7	Elective	1	Semesters 1 & 2

**What are the entry requirements?**

A good upper second class (2:1) honours degree or equivalent in any subject  
IELTS 7.0 (writing 6.0) or equivalent

## How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

There are both formal and informal channels of feedback within the School.

Each PGT programme has a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The Committee consists of student representatives from each programme in the School together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

Feedback from SSLC meetings, module evaluations and the PTES results are also considered by the School's Teaching and Learning Committee which has oversight on matters relating to the delivery and quality of taught programmes at School level.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

## What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School uses various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

## Programme-specific rules and facts

Attendance at workshops for BUSM159 is compulsory

### Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations and guidance for examiners
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

### Links with employers, placement opportunities and transferable skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g. assistance in creating effective CVs to reach potential employers, interview skills).

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately

The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting

Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management

Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

## Programme Specification Approval

**Person completing Programme Specification:**

Dr Alexander Leischnig

**Person responsible for management of programme:**

Dr Alexander Leischnig

**Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:**

12 Dec 2018

**Date Programme Specification approved by Taught Programmes Board:**