



<b>A. Course Information</b>				
<b>Final award title(s)</b>	BSc (Hons) Marketing with Digital BSc (Hons) Marketing with Digital with Placement			
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education (Cert HE) Marketing Diploma of Higher Education (Dip HE) Marketing with Digital			
<b>UCAS Code</b>		<b>Course Code(s)</b>	FT – 5689 With Placement – 5708	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Management, Marketing & People			
<b>Course Director</b>	Helen Aston			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	3 years	September	July
	Full time with placement/ sandwich year	4 years	September	July
	Part time			
	Part time with Placement/ sandwich year			
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
<b>Approval dates:</b>	Course(s) validated / Subject to validation	2020		
	Course specification last updated and signed off	September 2021		
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Chartered Institute of Marketing (CIM)			
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy		

		LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications PSRB - CIM Competitions and Markets Authority SEEC Level Descriptors 2021
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>❖ Provides a broad-based course of study in Marketing whilst emphasising digital, analytical and contemporary content.</li> <li>❖ The opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing.</li> <li>❖ Applied, contemporary teaching &amp; learning.</li> <li>❖ Research-led teaching and content.</li> <li>❖ Provides a high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline.</li> <li>❖ Experiential learning through a variety of real-time live case studies.</li> <li>❖ An optional full-year placement, to enhance employability in a competitive field through the application of knowledge in a workplace context.</li> <li>❖ Individual entrepreneurial activity is encouraged and supported throughout the course and integrated with University-wide initiatives.</li> <li>❖ Exposure to small and medium sized enterprise is embedded, along with advanced alumni relationships offering the opportunities to develop social capital and build professional networks.</li> <li>❖ Chartered Institute of Marketing accreditation through taught modules.</li> <li>❖ Stimulating option choices at Level 5s and 6 including a volunteering module.</li> <li>❖ An employability module designed to help prepare students for the marketing work place and to improve the student's employability opportunities.</li> <li>❖ Advanced entry onto Level 5 or 6 for suitably qualified applicants.</li> <li>❖ Extracurricular opportunities, for example The Marketing Club and The Marketing Learning Community Event.</li> </ul>	
<b>Course Aims</b>	<p>The BSC (Hons) Marketing with Digital and BSC (Hons) Marketing with Digital with Placement aim to:</p> <ol style="list-style-type: none"> <li>1. Develop academically confident graduates equipped for a wide range of future careers in marketing, particularly analytics, data analysis and digital related graduate pathways, through the provision of a supportive learning environment that nurtures understanding and application of, contemporary digital and traditional marketing theory and practice.</li> <li>2. Deliver a robust curriculum, which is flexible and responsive to the emerging needs of employers and the overall marketing profession.</li> <li>3. Develop the practical skills necessary for marketers from a marketing technology perspective, including understanding key tools for developing, monitoring and measuring marketing and business activities in complex and dynamic environments.</li> <li>4. Develop the capacity for independent thought alongside critical reflection, analytical and problem solving skills, entrepreneurial spirit and academic appreciation.</li> </ol>	

	<p>5. Enhance employability by embedding professional and academic skills development throughout the course; using key modules as well as providing continuing career support and opportunities for placements, internships, volunteering and networking.</p>
<p><b>Course Learning Outcomes</b></p>	<p>At the end of the course students should be able to:-</p> <p>L1 Evaluate and apply key marketing concepts, theories and practices for use in dynamic marketing environments across B2B and B2C in both service and goods situations.</p> <p>L2 Critically analyse marketing issues using a variety of analytical tools and techniques to develop and communicate ideas and solutions utilising traditional and contemporary digital practices.</p> <p>L3 Identify, gather, analyse, synthesise, interpret and present market data and information in the development of tactical and strategic marketing plans utilising traditional and digital techniques</p> <p>L4 Monitor and measure strategic and tactical marketing plans in order to demonstrate success and ROI across complex environments.</p> <p>L5 Demonstrate key employability skills including emotional intelligence &amp; empathy, team work, self-reflection, self-management and resilience.</p>

### **C. Teaching and Learning Strategy**

#### **Lectures and seminars**

Lectures will deliver key topic areas across the academic levels. External stakeholders and practitioners from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support networks amongst our diverse student body.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

#### **Self-managed independent learning**

Self-managed learning activities to supplement and consolidate classroom based activity constitutes approximately 70% of overall student study hours and these include: reading recommended texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.

#### **Self-managed learning**

Self-managed learning activities supplement in-class learning and include the reading and critique of academic journals, and especially at Level 6, their application to problem based exercises and peer debate. Links to core journals will be available via the VLE, and online fora will be used to encourage debate and discussion of key issues. Engagement with coursework and examination preparation are

also key strategies to develop these skills.

### **Enterprise**

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students:-

1. *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
2. *Links with societies*, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
3. *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

### **Learning Support**

The university has a well-stocked library on site which provides a range of study environments for individual and group/social learning, course materials both physical and online, dedicated and supportive Business School library staff with whom students can arrange one-to-one help sessions.

### **Teaching Staff**

A variety of experienced academic staff with considerable industry experience and/or who are actively engaged in real world research teach on the course.

### **Virtual learning environment**

Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes with a long term view ensuring the student experience is truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

## **D. Assessment**

### **Formative**

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning. Formative assessment does not carry a mark that counts towards passing or failing a module.

Formative assessment enables early and useful feedback to students prior to summative assessment. Feedback is provided in a number of ways including formal and informal approaches. Classroom activities and outcomes within seminars and workshops provide useful informal discursive responses to students. Students also receive feedback to formative assessments such as presentations that prepare for written work.

Formative assessment examples include in-class testing with peer marking and feedback, in-class debate and discussion, case studies, practical exercises, simulations, presentations, online quizzes etc.

## Summative

Summative assessment activities measure the extent to which learning outcomes have been met and therefore are marked by the module tutors.

Summative assessment includes essays, reports, presentations both physical and digital, in-class time constrained tests and multiple choice tests. In-class time constrained tests allow students to benefit from early testing rather than waiting for the University exam period.

Some modules make use of group work based on case study and this is used to assess team working, leadership, communication and reflective skills.

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context, often contextualised in “live” cases.

Research skills are primarily assessed via coursework. As students progress through the course, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, refine intellectual skills, seek out and synthesise more widely diverse sources of information and approach their work in a more evaluative manner. Many IT skills are necessary to produce the required written or presented coursework, and interpersonal skills are often needed to “sell” ideas, recommendations and evidence-based solutions.

## E. Academic Regulations

The University’s Academic Regulations apply for this course.

## F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following (subject to annual review):

- A Level (104 new UCAS points)
- BTEC National Diploma – (112 UCAS points)
- Relevant recognised Access Courses (106 UCAS points)
- Any other Level 3 qualification which is of the equivalent standard.

**Accreditation of Prior Learning (APL)** All awards for APL will be in line with the University’s policy and current academic regulations.

**Transfer credit** Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU.

Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

Applicants for whom English is a foreign language should either hold a recognised qualification in English e.g. British Council IELTS (minimum 6.0) or the TOEFL equivalent.

## **G. Course structure(s)**

### **Course overview**

#### **BSc (Hons) Marketing with Digital Full time**

The course is structured around 360 credit points.  
The course offers the award name of BSc (Hons) Marketing with Digital.  
The degree is offered as a three-year full time course.  
At each level all full-time students study for 120 credits.

Electives offered are contingent on sufficient student demand. All electives may not be available in any one year and new electives may be added.

The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

The course structure information is shown below, followed by the listing of the new marketing option modules offered.

#### **BSc (Hons) Marketing with Digital with Placement Full time**

Substantially as above for the BSc (Hons) Marketing with Digital degree course, but with an added year after Level 5. As such, the student studies for four years and not three. Students can elect to take the optional one-year work placement at the start of their university career or switch to it as they progress, although every effort will be made to encourage the student to decide early on, to facilitate the early attainment of a placement. Students deciding on the work placement route will be advised by the employability unit of the university and by marketing academics as to appropriate positions, and every effort will be made to match acquired skills and knowledge with the placement.

The assessment of the placement is designed to support the experience by formalising personal development outcomes, and by contextualising prior learning. Further details can be found in the module guide.

Only those students eligible under current United Kingdom legislation to work in the United Kingdom will be able to take this module. In addition, students will not be allowed to carry modules over from Level 5 into their work placement year. Any student carrying modules forward from Level 5 will not be allowed onto the work placement module. Instead they will proceed to their final year of the BSc (Hons) Marketing with Digital degree, assuming all progression rules have been satisfied.

The requirement to achieve 360 credits in order to graduate with BSc (Hons) Marketing with Digital with Placement will remain in place.

## BSc (Hons) Marketing with Digital

	Semester 1		Semester 2	
<b>Level 4</b>	Finance & The Economy	20	Management and Organisations	20
	Principles of Marketing	20	Data for Decision Making	20
	The LSBU Discovery Project	20	Marketing in a Digital World	20
<b>Level 5</b>	Understanding the Consumer	20	Marketing Research & Digital Analytics	20
	Your Marketing Career	20	Option Media Relations or The Digital Economy or Fundamentals of Project Management	20
	Integrated Contemporary Communications	20	Managing the Customer Experience	20
<b>PLACEMENT OPTION</b>				
<b>Level 6</b>	Global Marketing in the Digital Era	20	Option Strategic Market Channels or Social Responsibility & Ethics in Marketing or Contemporary Issues in Digital Marketing or Volunteering	20
	Managing Products & Brands	20	Marketing & Digital Strategy & Planning	20
	Applied Marketing Project		Applied Marketing Project	40

### Placements information

To be agreed by the Course Director

### H. Course Modules

Options will only run if there is sufficient demand.

Students will select a first and second choice. If an option ceases to be available, has insufficient demand or timetabling prevents it then students will be offered their second choice.

Students will be notified by email if an option ceases to be available.

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
TBA	Finance & the Economy	4	1	20	Coursework
TBA	Principles of Marketing	4	1	20	Coursework
TBA	LSBU Discovery Project	4	1	20	Coursework
TBA	Management & Organisations	4	2	20	Coursework
TBA	Data for Decision Making	4	2	20	Coursework
TBA	Marketing in a Digital world	4	2	20	Coursework
TBA	Understanding the Consumer	5	1	20	Coursework
TBA	Your Marketing Career	5	1	20	Coursework
TBA	Integrated Contemporary Communications	5	1	20	Coursework
TBA	Marketing Research & Digital Analytics	5	2	20	Coursework
TBA	Managing the Customer Experience	5	2	20	Coursework
TBA	The Digital Economy (option)	5	2	20	Coursework
TBA	Fundamentals of Product Management (option)	5	2	20	Coursework
TBA	Media Relations (option)	5	2	20	Coursework
TBA	Placement	5	1 & 2	N/A	
TBA	Global Marketing in the Digital Era	6	1	20	Coursework
TBA	Managing Products & Brands	6	1	20	Coursework
TBA	Strategic Market Channels (option)	6	2	20	Coursework
TBA	Volunteering (option)	6	2	20	Coursework
TBA	Social Responsibility & Ethics in Marketing (option)	6	2	20	Coursework
TBA	Contemporary Issues in Digital Marketing (option)	6	2	20	Coursework
TBA	Marketing & Digital Strategy & Planning	6	2	20	Coursework



TBA	Applied Marketing Project	6	1 & 2	40	Coursework
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### I. Timetable information

It is anticipated the course will be delivered over three days per week however this is subject to change if change is required to enhance the student's experience.

Outside of the standard delivery students are expected to engage in extracurricular activity, work placements and private study.

Students can expect to receive a confirmed timetable during induction (Welcome Week) and will be kept informed of any changes.

### J. Costs and financial support

#### Course related costs

All course notes and learning materials are provided via the LSBU VLE, however students will be expected to purchase the core texts for each module and to supply their own stationery.

The university does have IT resources in the library (PCs and laptops) which can be used. However, it would be beneficial for students to have their own laptop device which can be used both in the classroom and for private study.

If a student spends time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within the fee.

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules		Course outcomes				
Level	Title	L1	L2	L3	L4	L5
4	Principles of Marketing	ta				
4	Marketing in a Digital World	tda	t	t		
5	Understanding the Consumer	tda	tda	d		
5	Your Marketing Career	d				tda
5	Integrated Contemporary Communications	tda	tda	tda	tda	
5	Market Research & Digital Analytics	d	tda	tda	d	
5	Media Relations (option)	tda	da	d		
5	Managing the Customer Experience	tda	da	da	d	
6	Placement					tda
6	Global Marketing in the Digital Era	tda	tda	tda	tda	
6	Managing Products & Brands	tda	da	da	tda	
6	Strategic Market Channels (option)	tda	da	d	d	
6	Social Responsibility & Ethics in Marketing (option)	ta	d			tda
6	Contemporary Issues in Digital Marketing (option)	tda	tda	tda	d	
6	Marketing & Digital Strategy & Planning	tda	tda	tda	tda	
6	Applied Marketing Project	da	da	tda	da	
6	Volunteering (option)					tda

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>A number of stakeholders were consulted prior to the re-validation process. These stakeholders included:</p> <p>Marketing professionals &amp; employers Professional body (Chartered Institute of Marketing) Current level 6 students External examiners</p> <p>London South Bank University is a long-standing accredited graduate gateway with the Chartered Institute of Marketing (CIM), and works closely together with this leading professional body to provide opportunities for our students and graduates. The programme has been designed in consultation with the CIM quality department so that the LSBU accreditation can be retained. The CIM accreditation team have asked that the courses be validated and then passed to them for final approval.</p> <p><b>Accreditation and exemptions</b></p> <p>With growing competition for professional roles, it has never been more important for LSBU marketing graduates to stand out. The CIM Graduate Gateway programme will provides our BSc Marketing &amp; Digital and BA Marketing with Advertising &amp; Digital Communications graduates with an important opportunity to gain a professional qualification alongside their degree. We have mapped the curriculum against the CIM programme and our graduates</p>

		<p>earn exemptions; they should only need to take one CIM assessment instead of the usual three for a CIM qualification.</p> <p>To be awarded the CIM Certificate in Professional Marketing or Professional Digital Marketing, our Marketing graduates are awarded two exemptions from CIM modules (Marketing and either Integrated Communications or Applied Marketing and Planning Campaigns) and need only pass one CIM elective to gain the CIM Certificate.</p> <p>Our graduates are also exempted from one CIM module on the CIM Diploma in Professional Marketing or Professional Digital Marketing and therefore only need pass two CIM modules instead of three to gain that higher award.</p> <p>The team teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible</p> <p>To support this aim the team work as one networked community with our stakeholders to provide opportunities for students through guest lectures, employer panels and live case studies This thread runs throughout the course at all levels.</p>
<p>Embedded learning development</p>	<p><u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student</p>	<p>The level 4 semester 1 modules Data for Decision Making and the LSBU Discovery Project includes analytical thinking and reflective writing which are</p>

	<p>understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>then further developed in semester 2 level 4 modules and level 5 modules.</p>
<p>High impact pedagogies</p>	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>At Level 4, The LSBU Discovery Project has group based learning as part of the summative assessment.</p> <p>Group work is further explored where it forms the basis of formative assessment including debates and construction of blogs.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle are provided in an accessible format.</p>
<p>Assessment for learning</p>	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a</p>	<p>All modules at level 4 have various methods of formative assessment embedded into the modules. This is frequently used to check students' progress and understanding of a subject.</p>

	<p>formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<p>In many instances feedback is provided immediately within seminars.</p> <p>Students have the opportunity to then use the feedback to feed into summative assessment.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u>  Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The Marketing in a Digital World module requires students to gather and analyse data and metrics to form reasoned arguments relating to marketing issues.</p> <p>Students also complete a market research module at level 5 which includes a research project involving application of metrics as well as synthesising and presenting data from a range of sources in order to develop insight in the context of a decision problem. Ideal preparation for the Applied Marketing Project at level 6.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u>  Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>A live case forms the Marketing &amp; Digital Strategy &amp; Planning assessment at level 6 and live cases are included in Level 4 and 5 modules namely Marketing in a Digital World, Managing the Customer Experience and Integrated Contemporary Communications.</p>

<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u>  An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>All of our modules are delivered with a commitment to the inclusive curriculum. All case studies, images and resources are drawn upon to reflect the diversity of our cohort.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>  Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>Learning relevant to future employment is specifically embedded within the modules, Your Marketing Career and Volunteering</p> <p>Students also work throughout the three years on case studies, live briefs from employers and develop blogs.</p> <p>They have the opportunity and are encouraged to go on placements and internships.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>  The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and</p>	<p>Writing relating to marketing as a discipline is embedded throughout the programme and builds from level 4 upwards.</p> <p>Students develop their understanding of business report writing, developing client briefs, presenting information in number and cart format and business communications more generally. Many of the modules are assessed via presentation and pitching which are essential skills for the business professional.</p>



	<p>understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on cross disciplinary projects with live customer briefs.</p> <p>In addition, all students have the opportunity to take up an internship or placement. This process will be fully supported by the Business School's dedicated Placement Officer.</p> <p>All students have the opportunity to work in the curricular on live briefs supplied by employers.</p>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>Modules are assessed using a wide variety of assessment methods including:</p> <p>Group work Individual work Presentations Blogs Academic essays Business reports Reflective pieces Spreadsheets Pitching Academic posters In-class tests</p> <p>A variety of assessments are used across the curriculum to provide all students with the opportunity to demonstrate their strengths and to demonstrate their achievement of the learning outcomes.</p>

		A number of assessments are built around case studies or live briefs.
Curricula informed by employer and industry need	<p><u>Career management skills</u>  Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>Core career management skills are explored at Level 4, in Management &amp; Organisations and the LSBU Discovery Project.</p> <p>At level 5 Your Marketing Career enables students to research the graduate job market and develop specific skills, qualities and behaviours prized by employers</p> <p>The School runs a series of extracurricular events and workshops with employers and industry professional `including regular Marketing Club CIM events and an annual Learning Community event.</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u>  The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<p>The Academic Marketing Project at level 6 encapsulates a wide range of skills, ideas and learning accumulated throughout the course.</p>

## Appendix C: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions