

HONG KONG ACADEMY OF COMMERCE

DIPLOMA IN INTERNATIONAL MARKETING

Introduction

The Hong Kong Academy of Commerce (HKAC) Diploma in International Marketing has been designed with reference to

(a) The UK Quality Assurance Agency (QAA) Benchmark requirements for Business and Management which articulates the knowledge, understanding and skills to be expected of successful honours graduates in business and management and provides threshold descriptors of the standards expected of graduates. The QAA Benchmark Statement for Business and Management (2015)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management>

(b) Learning outcomes that are consistent with the level descriptors published by the Credit and Qualifications Framework for England. The modules in this programme are at levels 4 and 5

The Framework for Higher Education Qualifications (FHEQ) 2008

Entrants onto the Diploma in International Marketing (Dip IM) programme will be either High School Graduates of at least 18 years of age or mature entrants of 21 years and over with at least 2 years practical experience

The programme is delivered and assessed in English

The Diploma in International Marketing (Dip IM) comprises 12 modules. There are 200 learning hours associated with each module. Thus the total learning hours are the same as for Levels 1 and 2 of an Honours degree (12 modules of 20 CAT points each X 200 hours per module = 2,400 learning hours in total)

General Aims of the Diploma

The programme, which is at academic levels 4 and 5, is designed to prepare and equip students to develop into creative, knowledgeable, entrepreneurial professionals with the ability to respond to the challenges faced by marketing in a fluctuating economic landscape. Learning related to the creating, recognising and exploiting of opportunities is at the core of this programme. The specific aim is to enable programme graduates to either launch themselves as successful marketing professionals; or to progress to further studies.

More specifically, the programme aims to:-

- Offer students a challenging and analytical study of marketing and entrepreneurship; and in so doing, develop an understanding and critical awareness of the range of models, frameworks and theories associated with the changing focus of contemporary marketing practice
- Enable students to develop the skills and confidence to learn, make decisions and manage in marketing and entrepreneurial ways
- Enable and equip students with essential decision making and planning skills that relate to professional and personal goals
- Provide an appropriate base for access to further study or career opportunities by encouraging students to become life-long learners who recognise the need to engage in Continuous Personal and Professional Development

General Objectives of the Diploma

Specific objectives of the Dip IM can be described as follows:

- To focus on the study, understanding and application of Marketing and Business Management
- To develop in students, an enquiring, critical and reflective approach to ideas and issues in Marketing and Business Management

- To enable students to contribute proactively to the main marketing-related professions and to the wider society within which they operate
- To enable students to successfully prepare for the Final Year of a Marketing Degree through the acquisition of Academic, Conceptual and Technical Skills
- To enable students to receive a Learning Experience which Balances Theory and Practice essential for success in a Higher Education / Degree Programme
- To enable students to develop as Independent, Reflective Learners which will give them the confidence, knowledge and skills to undertake further study at Level 6 and beyond in their chosen specialism
- To equip students with Professional, Life and Subject Specific Skills so as to encourage students to take responsibility for learning and to achieve the ability to set and self-manage a programme of study

Module Mapping

<p>The Learning Outcomes a student should be able to achieve on successful completion of the Diploma programme</p>
<p>Knowledge and Understanding</p> <p>A1 Markets and customers; the development and operation of markets for resources, goods and service; expectations of customers and equivalent stakeholders</p> <p>A2 Concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations</p> <p>A3 Demonstrate an understanding of and ability to apply Marketing theories in local and international contexts</p> <p>A4 Analyse the Marketing choices available to businesses and review how Marketing decisions are taken in their economic and cultural context</p> <p>A5 Analyse the application of effective Marketing in an overall framework that delivers corporate objectives</p>
<p>Cognitive Skills</p> <p>B1 Apply Marketing concepts and techniques to contemporary business situations</p> <p>B2 Use analytical, problem solving and decision making skills relevant to functional areas of Marketing</p> <p>B3 Identify interdependencies when examining broader strategic Marketing issues</p> <p>B4 Apply theoretical concepts and critical reasoning when examining issues of a strategic nature</p> <p>B5 Analyse and evaluate Marketing practice and draw theoretically informed conclusions</p> <p>B6 Demonstrate the planning, execution and reporting of original work</p>

<p>The Learning Outcomes a student should be able to achieve on successful completion of the Diploma programme</p>

<p>Practical / Professional Skills</p> <p>C1 Ability to evaluate Marketing issues and apply appropriate techniques in the resolution of problems</p> <p>C2 Value management; applying organisational values to situations and choices</p> <p>C3 Performance management; selecting appropriate concepts and models for situations; monitoring performance and continuous improvement</p>
<p>Other Skills (e.g. Key / Transferable) developed in modules</p> <p>D1 Critical thinking and creativity; managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. 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</p> <p>D2 Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving marketing problems; the ability to create, identify and evaluate options; the ability to implement and review decisions</p> <p>D3 Numeracy and quantitative skills including the use of models of marketing situations; qualitative research skills</p> <p>D4 Effective use of communication and information technology</p> <p>D5 Two-way communication; listening, negotiating and persuading or influencing others; oral and written communications, using a range of media, including the preparation of business reports</p> <p>D6 Personal effectiveness; self-awareness and self-management, time management, sensitivity to diversity in people and different situations, the ability to continue learning</p> <p>D7 Learning through reflection on practice and experience</p> <p>D8 Information and knowledge; scanning and organising data, abstracting meaning from information and sharing knowledge</p>

Qualities, Skills and Capabilities the programme seeks to develop in the students			
A Cognitive	B Practical	C Personal & Social	D Other
1. Analytical problem solving and decision making	1. Ability to conduct research into business issues	1. Personal effectiveness; self-awareness and self-management, time management	1. Value management, recognising and applying organisational values to situations and choices
2. Critical thinking and creativity	2. Performance management	2. Two way communication, listening, negotiating, persuading	
3. Apply, analyse and evaluate business concepts and techniques	3. Information and knowledge	3. Learning through reflection and experience	
4. Identify interdependencies when examining strategic issues	4. Numeracy and quantitative skills		
	5. Effective use of communication and information technology		

Knowledge and Understanding					
Module	A1	A2	A3	A4	A5
Business Economics	✓	✓	✓	✓	
Finance and Law for Marketing	✓		✓	✓	
Marketing	✓	✓	✓		✓
Operations Management	✓	✓	✓		✓
Essentials of Management	✓	✓	✓		✓
E Business	✓		✓		✓
Performance Management	✓	✓	✓		✓
International Business and Marketing	✓	✓	✓	✓	✓
Brand Management	✓	✓	✓	✓	✓
Marketing Communications	✓	✓	✓	✓	✓
Consumer Behaviour	✓	✓	✓	✓	✓
Strategic Marketing Management	✓	✓	✓	✓	✓

MAPPING OF SKILLS																	
Module	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8
Business Economics	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Finance and Law for Marketing	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Operations Management	✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Essentials of Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
E Business	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Performance Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
International Business and Marketing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Brand Management	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marketing Communications	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Consumer Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strategic Marketing Management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mode of Delivery

The Programme will be delivered in a full and part time mode normally over four consecutive Semesters.

Teaching and Learning Strategies

Delivery of the programme utilises a student-centred approach consisting of lectures, seminars, supported tutorials and independent learning. Tutor-led discussion of provided case studies; writing practice and feedback are further examples of the approaches utilised at Level 4.

Guided learning is emphasised at Level 4, which aims to support students through tasks designed to develop skills and understanding, and to promote communication, organisation, responsibility and the appropriate exercise of judgement.

Collaborative approaches to learning are emphasised at Level 5 such as group work as they allow knowledge and understanding to be contested and provide opportunities for individuals to bring unique or personal insights into the discussion. Facilitated learning is also emphasised to encourage teamwork, problem-solving, reflection on decision-making and other critical abilities in order to develop autonomous learning skills.

Skills Development

The Programme develops and assesses skills referred to in the QAA Benchmark Statement. At the induction, students will be introduced to a variety of Learning and Employability Skills are emphasised at Level 5 when students study Brand Management, Marketing Communications, Consumer Behaviour and Strategic Marketing Management.

Skills development will take place in each semester on a regular basis covering topics such as case study analysis, report writing, examination techniques, plagiarism issues, how to manage time, adapting to the learning environment, information on writing assignments (referencing, structure and composition of essays) and examination techniques.

Induction

The programme will include an induction at the beginning prior to the start of teaching. Students will receive general induction material such as a programme overview, team building activities, orientation events, programme regulations, and handbooks.

During the induction, students will be exposed to the importance of

- developing a proactive approach to learning autonomously, self-development and peer learning
- the acquisition of personal transferable skill
- the importance of attendance, commitment to class preparation for discussion, the importance of participating in team work and the importance of avoiding academic misconduct

Assessment Strategies

The Module Specifications provide details of the summative assessments which are designed to test the student's ability to interpret, analyse, synthesise and evaluate business problems. The criteria for assessing student performance are contained in the Module specifications.

Formative assessment strategies include tutor feedback on tutor-led group discussion; practice tests; and tutor feedback on individual draft work.

Students at Level 4 of the programme will experience a wide range of summative assessment approaches including: essay assignments, in-module tests, oral and group presentations, business reports, case study analyses and examinations.

Assessment tasks will reflect the taxonomy of skills as a student progresses:

- at Level Four a student may be asked to describe, discuss, compare, and outline
- at Level Five a student may be asked to evaluate, analyse, justify, and differentiate

Cognitive and practical skills will be integral to the assessment strategy of the programme and therefore students are encouraged to use a wide range of information references and skills of critique, analysis, evaluation and synthesis.

The validity, reliability of the assessment methods will be monitored by Module Leaders and Programme Teams to take account of the practical nature of business and management and the relationship between theory and practice.

The overall Module pass mark is set at an overall average for the Module of 50%.

The management of assessment strategy varies practically from Module to Module.

Where assessment is based on examinations instruction is incorporated into lectures and seminar sessions to ensure that students manage their time effectively, address issues and questions raised in the examination, design their answers in a structured way and focus upon key requirements of the question paper.

The management of assignments as part of the assessment strategy is placed within the time frame for the undertaking of the assignment. Semester long assignment tasks are outlined at the commencement of the semester and their progress is monitored during the semester by Module leaders or tutors responsible for the assignment. Formative feedback is given as appropriate during the assignment period and this is given through electronic means or in face to face individual or group discussion.

Presentation and workshop assessment strategy is managed according to whether formative or summative assessment is utilised within the management and evaluation of tasks set. Feedback is given where formative assessment is used and particularly relates to presentations given by groups or individuals.

Assessment Matrix

Modules	Credits	Unseen Examination	Individual Course Work	Group Course Work and Presentation
LEVEL 4				
Business Economics	20	50% (2 HRS)	50%	
Finance and Law for Marketing	20	100% (3 HRS)		
Marketing	20		50%	50%
Operations Management	20	100% (3 HRS)		
Essentials of Management	20		50%	50%
E Business	20	100% (3 HRS)		
LEVEL 5				
Performance Management	20		50%	50%
International Business and Marketing	20		50%	50%
Brand Management	20	50% (2 HRS)	50%	
Marketing Communications	20		50%	50%
Consumer Behaviour	20	50% (2 HRS)	50%	
Strategic Marketing Management	20		50%	50%

Student Progression

- Students must complete the 240 credits in order to obtain the Diploma
- Students may only exit the Programme once
- If a student is required to be reassessed in more than two Modules at Level 4, the Assessment Board will decide if the student is eligible to proceed between Level 4 and Level 5 and will exercise academic discretion in arriving at a decision based on a legitimate interpretation of the Programme Regulations
- A student will not be permitted to repeat any item of assessment previously completed successfully in order to improve the mark for a Module
- Students who have achieved an overall fail mark for a Module may re-sit or resubmit the assessment for that Module a maximum of three times, but this is subject to any re-sit or resubmission being undertaken within 12 months of completion of all assessment components for the programme
- The maximum mark which can be awarded for a Module after reassessment is 50% irrespective of the academic merits of the reassessed work, unless the student has been allowed to 'sit as if for the first time', as a result of a successful Extenuating Mitigating Circumstances (EMC) claim
- The Assessment Board will make decisions on Pass and Proceed, Referral, Deferral and Fail
- All Assessment Board decisions will be archived for 7 Years

Award Titles and Designation

Students who successfully pass all the Modules with the equivalent of 240 credits will be eligible for the award of Diploma in International Marketing.

Admission Requirements

- Completion of high school education
- Consistent with the HKAC commitment to widening access and participation, the Diploma has a flexible admissions policy, and encourages applications from mature students. The general policy is to look for a good level of literacy, together with proven interest and / or experience

Support for Students

Students will have access to a wide range of support during their studies from Module Tutors, Programme Leader and Administrators.

Physical Resources and Resource Strategy

The current physical resources of HKAC is sufficient to provide the student experience expected at this level including space for students to network and share knowledge and experiences.

HKAC is also mindful of the need to make sure that the facilities for students and staffs keeps pace with ever-rising expectations of their students. They understand that the next generation of academic development will be derived from private sector organisations.

To protect its longer-term sustainability, HKAC will continue to invest in its infrastructure by reviewing investment every six months from the Institute's own resources and this in turn impacts on the Programmes offered and how the infrastructure and facilities are used.

The overall aim of the investment plan is to provide a sound basis for the development of HKAC by being able to accommodate through facilities enhancement an increase in the number of students, and by developing new Programmes, thus ensuring that HKAC remains a distinctive institution delivering Programmes that are in high demand.

The accommodation and teaching and learning resources which will underpin delivery of the Diploma Programme(s) are suitable and HKAC has appropriate financial provisions in place to resource and deliver University degree Programmes within a reasonable time period. An acquisition plan for any learning resources that will be dedicated to the Programme(s) is contingent upon successful validation and will prioritise needs emerging from feedback collected from the key stakeholders.

Quality Assurance

The management of the Programme quality assurance is managed through the Academic Committee and Programme Committee.

Student feedback is a key element in evaluating the quality of the Programme. The formal mechanism for securing student feedback on the Programme will be via Student Satisfaction Surveys issued in the tenth week of each semester. Such feedback is presented to the Programme Committee for evaluation and is considered as part of Annual Monitoring and Review (AMR) Report submitted to the Academic Committee.

Academic Committee

The Academic Committee has the final authority on academic matters relating to the development and direction of all Programmes. The Academic Committee is responsible for carrying out the following functions.

- Developing, reviewing and monitoring the aims, objectives and operations of all the Programme
- Formulating and standardising assessment policies relating to the development and administration of the Programmes
- Evaluating reports from the Assessment Board and Programme Committees, and taking appropriate actions
- Ratifying AMR Reports and ensuring the Action Points are implemented

The membership of this Academic Committee includes

HKAC Director

External Academic Advisors

Programme Leader

Programme Administrators

Module Tutors

Programme Administrators

Programme Administrators are responsible for the overall administration of all assessments and will ensure that they are managed in accordance with the assessment regulations and policies laid down by the Academic Committee.

Programme Administrators will also contribute to the academic development of the Programme by providing feedback to the Academic Committee on academic matters that arise in the course of administering the Diploma.

Programme Leader

Programme Leader will be responsible for the day to day management of the programme and co-ordinate the preparation of Annual Monitoring and Review (AMR) Reports

More specifically the Programme Leader will ensure that:

- All Module Tutors design their assessments as an integral part of the learning and teaching process by linking them closely to the aims and rationale for the Programme/Module, the learning outcomes to be achieved and the methods of teaching and learning facilitation to be used; and that the achievement of all learning outcomes is 'tested'
- The prescribed terms of reference for Assessment Board include responsibilities for the evaluation of student achievement, progression and re-assessment arrangements
- Relevant reports are prepared by Programme Leaders for consideration by Assessment Board
- The scheduling and volume of assessments conform to the assessment strategy for the Programmes
- All assessments have been internally verified by another Module Tutor as part of the internal moderation process
- There is no overlap between coursework and examination questions

Module Tutors

Module Tutors take responsibility for the development, monitoring and review of the Teaching, Learning and Assessment of their Module to ensure students to attain the Learning Outcomes

Programme Committee

The Programme Committee will meet once each Semester. The first meeting will take place in the middle of Semester 1. The second meeting will take place in the middle of Semester 2. Such meetings will deal with various aspects of Programme provision, including: feedback from the Student Evaluation Surveys. Minutes of meetings will be used to complete the AMR.

The Programme Committee members will be:

HKAC Director

Programme Leader

Module Tutors

Programme Administrators

Two Student Representatives

Staff Development and Recruitment Strategy

Members of staff are recruited on the basis of their experience of teaching and assessing at the undergraduate level within their subject expertise or from their long standing professional backgrounds.

The general staff development strategy will aim to support the teaching and learning environment and pedagogic development of the programme.

All staff will be expected to engage in scholarly activity appropriate to their own personal stage of development and to maintain their continuing professional development with professional associations.

HKAC tutors will be subject to the following selection criteria:

Qualification	Essential (E) / Desirable (D)
Relevant First Degree	E
Relevant Professional Membership	E
Relevant Master Degree	D
Teaching Experience at HE level 4, 5 and 6	E
Teaching Experience at HE level 7	D
Professional / Practical Experience	E
Proficiency in English	E

All staff will receive an induction and will be expected to familiarise themselves with the academic and administrative requirements of the programme.

Staff Development Guidelines

HKAC recognises that its staff is its most valuable asset and therefore takes great care for their personal and professional development. The overall purpose of the staff development policy is to ensure that all staff (academic, academic-related administration, marketing and administrative staff) maximise the development opportunities open to them, both to meet their personal career needs and to achieve the goals of the strategic staff development process. It is primarily the responsibility of the individual staff to identify areas for their own development (training needs), although this should be in consultation with the Directors(s). The individual's skills will be assessed on induction then re-evaluated six months after joining HKAC and at each subsequent performance appraisal. If at any time a training need is identified, the most appropriate mode of delivery will then be discussed and agreed with the Director. This could include in-house training (within HKAC) or external courses.

Staff Development Process

1. Development of all new staff commences even before an employee joins HKAC, through the development of an induction Programme. All new full-time staff is required to undertake an induction.
2. The appointment of full-time staff will be subject to a probation period. In most cases this lasts for three to six months and will involve regular meetings between the individual and the Director to assess progress, set targets and identify areas where development is needed.
3. Each member of full-time staff will also have an annual performance appraisal conducted by the Director. This will include a review of individual staff development needs in relation to the range of capabilities and skills required to carry out their jobs and to develop their potential. This will also focus on the staff member's achievements and specific goals such as probation recommendations and target setting for the following year.
4. Part-time teaching staff will be subject to a facilities induction, and further support or development will be in line with contractual arrangements and/or availability of resources. For teaching staff this usually involves best practice discussions following student feedback, and peer observation to improve practice.

Issues relating to Equality of Opportunity

HKAC respects diversity and values all people. HKAC is committed to promoting equality and opportunity to all, and not to tolerate any unfair direct or indirect discrimination in the recruitment and treatment of students and staff.

MODULE DESCRIPTORS

	LEVEL 4
BUS 101	Business Economics
BUS 112	Finance and Law for Marketing
BUS 103	Marketing
BUS 104	Operations Management
BUS 105	Essentials of Management
BUS 106	E Business
	LEVEL 5
BUS 211	Performance Management
BUS 212	International Business and Marketing
BUS 213	Brand Management
BUS 214	Marketing Communications
BUS 215	Consumer Behaviour
BUS 216	Strategic Marketing Management

MODULE	BUS 101 Business Economics
PROGRAMME	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module introduces students to the core microeconomic and macroeconomic principles and techniques necessary for the understanding and analysis of business both in the local and international contexts.

Specific objectives will enable students to:

- Describe and apply techniques involved in the allocation of scarce resources
- Apply economic analysis to the solution of business problems

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Comprehend the main micro and macroeconomic concepts, relationships and analytical techniques used to solve business problems	1.1 Discuss the main micro and macro economic concepts 1.2 Apply analytical techniques used to solve business problems
2. Recognise how the economic environment impose decision making constraints on firms, consumers and governments	2.1 Identify the decision making constraints imposed by the economic environment on firms, consumers and governments 2.2 Propose actions that need to be taken by firms, consumers and governments to confront the constraints on their decision-making posed by the economic environment

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 5	Micro Economics Scarcity, choice, opportunity cost, the economic problem and the economic schools of thought / The Market Mechanism – consumer and demand, producer and supply, market equilibrium, the price mechanism, price controls and utility / Price elasticity of demand / Income elasticity of demand / Cross price elasticity of demand / Price elasticity of supply / Production and Costs / Short and long run costs / Productivity and cost curves / Pricing decisions / Market structures
6 to 10	Macro Economics GDP / GNP / National Income / Keynes Model / Role of Government / The budget and fiscal policy / General government sector borrowing and debt / Inflation / Unemployment / Business Cycle Money / Credit Creation / Monetary Policy / Definition and functions of money / Money supply / Process of multiple credit expansion / Monetary Policy and the System of Central Banks / Determination of exchange rates / Exchange rate regimes / Balance of payments / International Trade and Finance
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 1.2
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	
Closed Book / Unseen Examination	50%	2 Hour Theory Examination	1.1, 1.2, 2.1, 2.2
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Parkin M	<u>Economics</u>	Addison Wesley
Case KE and Fair RC	<u>Principles of Economics</u>	Prentice Hall
Begg D and Ward D	<u>Economics for Business</u>	McGraw Hill

MODULE	BUS 112 Finance and Law for Marketing
PROGRAMME	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module aims to equip students with a grasp of the underlying principles and concepts of finance and legal knowledge required by managers. The content will explore financial information systems, managerial accounting procedures, quantitative analysis techniques, reporting concepts and commercial law. Students will be encouraged to use financial and legal language to analyse the 'why', 'how' and 'what' in financial and legal terms as applied in marketing and business.

Specific objectives will enable students to:

(a) Apply financial and legal knowledge to situations which they are likely to encounter in their professional field

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Understand the main concepts, principles and rules of financial information and business law	1.1 Prepare in good format, financial statements and reports by applying the relevant financial principles, concepts and conventions 1.2 Retrieve and utilise relevant legal source material as evidence to resolve business problems
2. Apply a range of performance indicators to measure the financial performance and financial position of an organisation	2.1 Compute a range of performance indicators from financial statements 2.2 Analyse, interpret and evaluate the results of these computations 2.3 Assess and measure the financial performance and financial position of an organisation both internally and externally
3. Apply management accounting tools to inform the management decision making process	3.1 Compute, analyse and evaluate management accounting tools to inform the management decision making process
4. Appreciate how the law protects companies, shareholders and creditors and the effectiveness of the law in this area	4.1 Select and evaluate relevant commercial law principles to business scenarios and assess the strengths and weaknesses of the current law

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 5	<p>Principles of Finance</p> <p>Preparation of financial statements – Statement of Financial Position, Income Statement, Cash Flow Statement taking into consideration adjustments, sources of finance, accounting conventions, standards and legal requirements</p> <p>Analysis and interpretation of financial statements including profitability, liquidity, working capital, gearing and investment ratios</p> <p>Budgets / cash flow forecast / forecast profit or loss / profit vs. cash</p> <p>Product / service costing / absorption costing / overhead allocation, apportionment and absorption</p> <p>Marginal costing / Cost-volume profit analysis / Investment Appraisal</p>
6 to 10	<p>Law</p> <p>The Law of Contract / Sale of Goods / Implied terms / Transfer of property and risk / Rights and remedies of seller and buyer / Corporate Law / Law of Agency / Formation of a Company / Share and Loan Capital / Debt financing / Powers and duties of Directors and Company Secretary / Disclosure requirements / Limitation and Control of Company / Company meetings and their significance / The role and function of auditors / External Regulation of Companies / The role of the Stock Exchange / Powers and functions of the Securities and Futures Commission</p>
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework		Report / Assignment	
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	
Closed Book / Unseen Examination	100%	3 Hour Theory Examination	1.1, 1.2 2.1, 2.2, 2.3 3.1, 4.1
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Atrill P and McLaney EJ Accounting and Finance for non-specialists

Pearson Education

Drury C Management and Cost Accounting

Thompson Learning

Dyson JR Accounting for Non-Accounting Students

FT Prentice Hall

MODULE	BUS 103 Marketing
PROGRAMME	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This Module introduces students to the objectives and theory of marketing as a business function. The module explores the role of marketing within organisations and how marketing can be used in the achievement of an organisation's goals and objectives. It fosters in students detailed knowledge of the role of marketing in a competitive and dynamic business environment.

Specific objectives will enable students to:

- Understand the theories and concepts concerning the role and value of marketing
- Identify the impact of the competitive external environment on marketing
- Develop skills to apply marketing theories, concepts and techniques
- Develop skills in identifying marketing opportunities and threats
- Understand the process of marketing planning
- Understand how to formulate marketing mix strategies and implement them

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Appreciate the theories, concepts and tools that contribute to understanding of marketing	1.1 Identify the theories, concepts and tools used in the understanding of marketing 1.2 Evaluate how these marketing theories, concepts and tools are relevant to understanding the subject of marketing
2. Develop knowledge and understanding of the application of marketing concepts and tools to marketing and business problems	2.1 Demonstrate the use of marketing concepts and tools to solving marketing and business problems 2.2 Analyse and evaluate the outcomes of applying marketing concepts and tools to solving marketing and business problems

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 6	Marketing theory, principles and concepts Definition of marketing, historical development of the concept, importance of marketing, introduction to marketing mix, environment and competitor analysis Marketing research and marketing planning Approaches to conducting marketing research, types of research, the research process, the marketing planning framework
7 to 10	Consumer Behaviour Factors influencing consumer decision-making, stages of the consumer decision-making process Market segmentation, targeting, and positioning Market segmentation, targeting and positioning
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 1.2,
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	2.1, 2.2
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Baker M	<u>The Marketing Book</u>	Butterworth-Heinemann
Doyle P	<u>Marketing Management and Strategy</u>	FT Prentice Hall
Kotler P and Keller K	<u>Marketing Management</u>	FT Prentice Hall

MODULE	BUS 104 Operations Management
PROGRAMMES	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This Module will enable students to develop a conceptual framework to understand the role of the operations management function in contributing to an organisation’s objectives and goals of delivering quality goods and services

Specific objectives will enable students to:

- (a) Gain knowledge and understanding of operations management issues and problems which typically face operations managers and their organisations in the twenty first century

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Understand the main concepts, principles and techniques used in managing operations	1.1 Assess and evaluate the various operations management concepts, principles and techniques used in managing operations
2. Recognise the different approaches to planning and controlling operations in order to achieve the desired organisational goals of delivering quality goods and services	2.1 Analyse the different approaches for the effective and efficient planning and control of operations to achieve an organisation’s goals of delivering quality goods and services
3. Comprehend the key operational and quality management issues facing organisations in the twenty first century	3.1 Identify and evaluate how organisations in the twenty first century are responding to the key operational and quality management issues of the twenty first century

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 3	Introduction to Operations Management The nature and scope of operations management (OM) system in the global business environment, its impact upon business operations and quality management and its interaction with other systems in an organisation for planning and control The Value-Driven Approach The importance of value in determining the success of the OM system and the organisation. Recent developments in value-based OM systems
4 to 10	Managing Quality in Focussing on Customers Awareness that satisfying customers is the most important goal of any organisation. The impact of Quality management pioneers such as Deming, Juran, Crosby and Imai, and Kano. Measuring and improving business operations and the management of quality - consideration of initiatives such as Six Sigma, ISO9000, TQM, JIT and MIS systems The operational challenge: managing the relationship between efficiency and quality in the twenty first century
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework		Report / Assignment	
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	
Closed Book / Unseen Examination	100%	3 Hour Theory Examination	1.1, 2.1, 3.1
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Barnes D Operations Management: An International Perspective

Cengage

Chase RB, Jacobs FR and Aquilano NJ

Operations Management for Competitive Advantage

McGraw Hill

Slack N, Chambers S and Johnston R

Operations Management

FT Prentice Hall

MODULE	BUS 105 Essentials of Management
PROGRAMME	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

An understanding of the many roles and functions of management within a business is vital for those aspiring to become entrepreneurs of the future.

Specific aims will enable students to:

- Understand the significance of the key functions of management with particular focus on communication, decision making and control in organisations
- Analyse these key functions of management in different organisational scenarios

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Analyse the function of management	1.1 Discuss the roles and functions of managers within an organisation 1.2 Evaluate the key skills needed to be a successful manager
2. Examine the management decision-making process	2.1 Discuss the importance of the management decision-making process 2.2 Compare and contrast different decision-making styles
3. Assess the use of management and organisational strategies	3.1 Discuss the importance of the Global and International Environment 3.2 Discuss the different types of strategies that can be employed for the Management of Change
4. Analyse how management can influence individual and group performance	4.1 Discuss how organisational behaviour can explain, predict and influence individual behaviour 4.2 Evaluate the strengths and weaknesses of contemporary theories of motivation
5. Examine theories of leadership and control	5.1 Discuss the challenges posed to leadership by contemporary business models 5.2 Assess the importance of control in effective organisational performance

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 5	Managers and Managing in Organisations The Evolution of Management Theory Management Theory and Applications within Organisations Management and Organisational Structures Organisational Control and Culture Organisational Conflict, Negotiation, Politics and Change
6 to 10	The Changing Environment of Management Leadership and Management Concepts Management of Change The Global and International Environment Social Responsibility and Diversity
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 1.2 2.1, 2.2 3.1, 3.2
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	4.1, 4.2 5.1, 5.2
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Jones GR and George JM

Contemporary Management

McGraw Hill

Marden T

Principles of Management

Ashgate

Robbins S and Coulter M

Management

FT Prentice Hall

Griffin RW

Management

South-Western

MODULE	BUS 106 E Business
PROGRAMME	International Marketing
LEVEL	4
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

In an increasingly competitive business environment, the adoption of E Business technologies is critical to business survival.

In this module students examine how organisations can use all aspects of E Business to create new products and services, reduce the cost of existing business processes and improve the efficiency and effectiveness of their operations.

Specific aims will enable students to:

- (a) Explore the typical revenues models that can be adopted, the key role of E Business, the development of business-to-business strategies and the increasing importance of online auctions and virtual communities
- (b) Investigate the various security threats that can be posed to E Business systems and the appropriate countermeasures that can be adopted
- (c) Identify various electronic payment systems
- (d) Review the main components of a business plan for implementing E Business successfully

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Analyse E Business models	1.1 Identify E Business models 1.2 Discuss the advantages and disadvantages of E Business models 1.3 Compare and contrast different E Business revenue models
2. Analyse E Business business-to-consumer strategies	2.1 Compare various E Business strategies 2.2 Discuss Customer Relationship Management (CRM) 2.3 Identify the various forms of online advertising
3. Analyse E Business business-to-business (B2B) strategies	3.1 Explain the business purchase process using E Business technologies 3.2 Assess the use of Electronic Data Interchange (EDI) in E Business 3.3 Discuss the importance of Supply Chain Management in E Business
4. Evaluate various forms of online marketplace	4.1 Identify different types and relative effectiveness of online marketplaces 4.2 Compare and contrast different types of online auction 4.3 Discuss the advantages and disadvantages of forms of online payment
5. Examine the security threats posed to E Business users	5.1 Describe the security threats posed by the use of E Business technology for end-users and enterprises 5.2 Discuss the technology available to combat E Business security threats

6. Plan E Business strategies	6.1 Identify the objectives of planning for an E Business strategy 6.2 Discuss the key factors involved in the successful implementation of an E Business strategy
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Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 and 2	Introduction to E Business / Scope of E Business models, drivers and identification of opportunities / E Business Revenue Models
3 to 10	E Marketing Strategies / Web-based advertising and importance of effective brand management / E Business and purchasing and logistics activities / EDI and developments in EDI on the internet / Supply chain management / Online Auctions and their applicability in the B2B environment / Online Marketplaces, communities and portals / Developing online communities and associated revenue models / Security Threats posed by Worms and Trojan Horses and Countermeasures for End Users / Security Threats and Countermeasures for Enterprises / Payment systems for E Business / Planning and managing E Business implementation
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework		Report / Assignment	
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	
Closed Book / Unseen Examination	100%	3 Hour Theory Examination	1.1, 1.2, 1.3 2.1, 2.2, 2.3 3.1, 3.2 4.1, 4.2, 4.3 5.1, 5.2 6.1, 6.2
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Combe C	<u>Introduction to E-Business</u>	Butterworth-Heinemann
Schneider G	<u>Electronic Commerce</u>	Cengage Learning
Chaffey D	<u>E-Business and E-Commerce Management: Strategy and Implementation and Practice</u>	FT Prentice Hall

MODULE	BUS 211 Performance Management
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module is designed to give students a theoretical underpinning and understanding of performance management systems, and the role they play in achieving business objectives.

Specific aims will enable students to:

- (a) Evaluate a range of performance management concepts, activities, roles and functions
- (b) Critically consider the significance of performance management in a range of contexts

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Recognise the purpose of financial and non-financial performance aims, objectives, priorities and targets	1.1 Evaluate the purpose of financial and non-financial performance aims, objectives, priorities and targets
2. Recognise effective performance management policies and practices to improve organisational and employee performance	2.1 Evaluate effective performance management policies and practices to improve organisational and employee performance
3. Explore the effectiveness of performance management	3.1 Critically evaluate the effectiveness of performance management
4. Devise arguments for using appropriate performance management techniques, rewards, and sanctions to improve performance	4.1 Analyse and evaluate performance management techniques, rewards, and sanctions appropriate for improving performance

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 and 2	Elements of Performance Management Defining Performance / Aims of performance management / Performance Appraisal / Goal Setting / Feedback / Reward / Potential impact of national culture on elements of performance management / Performance Management design
3 to 5	The Role of Performance Management The role of performance management in supporting business objectives in different environments / Best Fit HRM / Best Practice HRM / Individual, team and organisational performance / Managing under-performance / Career and succession planning / Performance Management as an element of Talent Management / High performance work organisations
6 and 7	Communication in Performance Management Effective communication / Improvement of communication skills / Importance of effective communication in the different elements or stages of the performance management process / Communication of strategic direction via performance management

8 and 9	Creating and enhancing a Performance Culture Organisational culture and leadership / Management buy-in / Change management / Encouraging Organisational Citizenship Behaviour / Employee engagement, inclusion and retention
10	Issues to be considered in Performance Management Design and Implementation Transparency, consistency / Justification / Ethics / Business objectives and business environment / Remote performance management / Evaluation of effectiveness of performance management
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 2.1
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	2.1, 3.1, 4.1
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Aguinis H	<u>Performance Management</u>	Pearson
Hutchinson S	<u>Performance Management</u>	CIPD
Baron A and Armstrong M	<u>Managing Performance</u>	CIPD
HopeJ and Player S	<u>Beyond Performance Management: Why, When, and How to Use 40 Tools and Best Practices for Superior Business Performance</u>	Harvard Business Press

MODULE	BUS 212 International Business and Marketing
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

The principle aim of this module is to develop an understanding of international business and marketing.

Specific objectives will enable students to:

(a) Develop a knowledge and understanding of the complexities associated with the processes and contexts of international business and marketing strategies in different types of economies, organisations and market situations

(b) Develop an understanding of the implications for implementation, monitoring and control of international business and marketing

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Critically discuss international business and marketing practices and how they are influenced by SLEPT C factors	1.1 Analyse and evaluate how international business practices are being shaped by SLEPT C factors
2. Demonstrate a critical understanding of the changing nature of the international trading environment, the major trends, strategic and contextual, affecting global decisions and the different business and social / cultural conventions that affect buying behaviour	2.1 Critically analyse strategies appropriate for the changing nature of international trade and globalisation and identify the relevant sources of information and analysis required to support the appropriate strategies 2.2 Formulate, select and justify these appropriate strategies and evaluate the financial, human resource, operational and logistical implications of these strategies

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 6	<p>International Strategic Analysis</p> <p>Identifying and analysing opportunities in the international environment</p> <p>Changing patterns of trade globally and types of markets (product / service / commodity/not for profit)</p> <p>Global and multinational marketing as a strategic decision</p> <p>Strategic networking and the International supply chain</p> <p>The changes in the world-trading environment - European Union, ASEAN and trading blocs</p> <p>The SLEPT factors: Social/cultural, legal, economic, political, technological</p> <p>Ethical, green and other environmental considerations</p> <p>The "C" factors: Countries, Currency, Competitors and their effect on international marketing planning</p> <p>Evaluating customer buying behaviour in different countries using marketing research to identify opportunities, similarities and differences</p> <p>The importance of cross-cultural analysis</p> <p>The use of competitive/absolute/comparative analysis in international market appraisal</p>

7 to 10	International Strategic Planning Different approaches to International Marketing Planning Transactional; Relational, and Knowledge based approaches Export to globalisation Culture, capabilities and the leveraging of core competencies and capabilities The globalisation process - partnering, alliances, mergers The learning organisation The cross-cultural dimensions of global activity and cultural sensitivity Supply chain, labour and economic factors Managing and controlling in-house and external resources. The expatriate, national and global staff Standardisation and differentiation: the issues of globalisation in international marketing The determination of market entry choices, selection and decision and the implications for strategy and sources of global finance to support entry strategies The determination of market entry choices, selection and decision and the implications for strategy Sources of global finance to support entry strategies
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	2.1, 2.2
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks and Journals are recommended

Hill C	<u>International Business</u>	McGraw-Hill
Bartlett C A and Beamish P W	<u>Transnational Business: Text and Cases</u>	McGraw-Hill
Daniels J, Radebaugh L and Sullivan D	<u>International Business</u>	Pearson
Pervez G and Cateora PR	<u>International Marketing</u>	McGraw Hill
Peng M	<u>Global Strategic Management, International Edition</u>	South Western
West D, Ford J and Ibrahim E	<u>Strategic Marketing: Creating Competitive Advantage</u>	Oxford University Press
Doyle P	<u>Marketing Management and Strategy</u>	FT Prentice Hall

MODULE	BUS 213 Brand Management
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

The purpose of this module is to provide students with working knowledge of best practice principles and procedures of modern brand management.

Specific objectives will enable students to:

(a) Understand the role of brand management in maximising the value of organisations in international markets

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Understand the theories, principles and practices of brand management	1.1 Assess and apply contemporary theories, principles and practices of brand management 1.2 Critically appraise innovative tools and brand management techniques
2. Identify key factors that influence brand management strategy	2.1 Critically evaluate what it is that makes the top global brands successful 2.2 Critically analyse the impact of digital media on brand management strategy

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 6	Branding Theory, Principles and Concepts Definitions of branding, analysis of different types of brands including corporate brands, family brands, individual brands and retail brands. The importance of branding to manufacturers, consumers and retailers. Brand development, selection of brand names Brand Management Strategy Designing and implementing brand strategies, managing brands over time, introducing and naming new products and brand extensions, effect of cannibalisation on core brands Creating and Sustaining Brand Equity Customer based brand equity, sources of brand equity, building a strong brand. Branding and corporate reputation. The brand audit
7 to 10	The Impact of Digital Media on Brand Management Strategy Multichannel to Omni channels. Retail brands using digital to transform the shopping experience. Re-imagining the customer journey through a digital lens Branding in the International Sphere The top global brands: Inter Brand and Brand Z classifications and methodologies Managing brands over geographic boundaries and market segments
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 1.2
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	
Closed Book / Unseen Examination	50%	2 Hour Theory Examination	2.1, 2.2
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks and Web links are recommended

Keller KL	<u>Strategic Brand Management</u>	Pearson Education
Roper S and Fill C	<u>Corporate Reputation - Brand and Communication</u>	Pearson Education
Laforet S	<u>Managing Brands - A Contemporary Perspective</u>	McGraw Hill
	<u>http://www.interbrand.com/best-brands/best-global-brands</u>	
	<u>http://www.millwardbrown.com/brandz/top-global-brands</u>	

MODULE	BUS 214 Marketing Communications
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module is designed to build on the material covered in the Marketing module. Students will develop an in depth understanding of the nature, role and uses of the Marketing Communication tools. The module develops the learner's ability to analyse and evaluate Marketing Communications problems and to develop Integrated Marketing Communications Plans.

Specific aims will enable students to:

- Develop an in depth knowledge of Marketing Communications Theory and Practices
- Apply Marketing Communications Theory to a range of complex problems
- Devise and evaluate valid Marketing Communications Strategies and Plan
- Evaluate a range of Marketing Communications approaches and methodologies
- Develop and ability to identify, analyse and solve complex Marketing Communications problems

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Discuss and evaluate the concepts relating to Marketing Communications	1.1 Define and explain the main areas of Marketing Communications Theory 1.2 Demonstrate the link between Marketing Objectives and Marketing Communications Objectives
2. Analyse Marketing Communications Concepts and Problems	2.1 Apply relevant Marketing Communications theories to practical situations 2.2 Evaluate Marketing Communications strategies and tactics
3. Adopt a systematic approach to the application of relevant Marketing Communications tools to a variety of situations and produce a Marketing Communications plan	3.1 Produce well designed and viable Marketing Communications Plan offering valid solutions to Marketing Communications problems

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 and 2	An Introduction to Marketing Communications / The Communications Process / The importance of integrated marketing communications plans
3 to 10	The Role of Promotion in the Marketing Mix / Buyer Behaviour and the Communications Process / Establishing Promotional Objectives and the Promotional Budget / The Nature and Use of Advertising / Advertising Media Strategy and Evaluating the Effectiveness of Advertising / The Marketing Communications Plan / Managing Sales Promotion / Factors Influencing the Use and Form of Sales Promotion / Selling and Sales Management / Publicity and Public Relations / Sponsorship / Direct Marketing / Corporate Image and Corporate Identity / Preparing the Marketing Communications Plan / 21st Century Marketing Communications – promoting using the Internet and new media in marketing communications
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 1.2 2.1, 2.2
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	1.1, 1.2 2.1, 2.2 3.1
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Anderson A H and Kleiner D Effective Marketing Communications

Blackwell

Burnett J and Moriarty S Introduction to Marketing Communications an Integrated approach

Kogan Page

Fill C Marketing Communications, contexts, contents and strategies

FT Prentice Hall

MODULE	BUS 215 Consumer Behaviour
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

This module explores the factors that influence consumer behaviour including individual influences such as motives, values and perceptions that derive from the centrality of consumption in consumers' lives.

Specific aims will enable students to:

(a) Provide insights into why consumers respond the way they do to marketing activities and the relevance of the theories of consumer behaviour to marketing decisions

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Display a knowledge and understanding of the concepts and theories of consumer behaviour	1.1 Evaluate the influence of individual factors on consumption and buying behaviour
2. Analyse the relationship between consumer behaviour and marketing activities	2. 1 Demonstrate the relationship between the theory of consumer behaviour and the development of marketing activities 2.2 Critically analyse the relevance of consumer attitudes, reference groups and culture for marketing tactics and strategy 2.3 Explore the changing consumer and the changing nature of consumer behaviour in a digital context 2.4 Evaluate the effect of marketing activities on consumers' lives

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 5	<p>Introduction to Consumer Behaviour Theories of motivation / Relationship between values and motivation / Role of age, gender, personality and social status in consumer behaviour / An examination of the "why" in consumer behaviour</p> <p>The Social context of Consumer Behaviour Nature of social group influences such as families on consumer buying behaviour / Nature of different consumer values across cultures / New product buying behaviour / Nature of switching, defection and repeat purchasing / Customer loyalty – the nature and benefits of relational interaction between consumers and organisations / Differences between consumer and business markets / "Dark" consumer behaviour</p>

6 to 10	The Changing Consumer The changing nature of consumers and their behaviour / Consumer behaviour and the modern marketplace / The role of marketing in the context of changing behaviour / Hierarchy of Effects Model – exposure, attention, perception, learning, attitudes and action / Consumer responses – post purchase, customer satisfaction, post-purchase dissonance, levels of consumer involvement in decision making / Complexity of identifying consumer motives / Attitude Measures / Use of consumer buying information to explain and predict consumer behaviour / Transactional data, pre-purchase data, geodemographic / Consumer Behaviour in a digital environment
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1, 2.1
Group Coursework and Presentation		Report / Assignment / PPT and Documentation	2.2, 2.3. 2.4
Closed Book / Unseen Examination	50%	2 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Schiffman L and Wisenblit J	<u>Consumer Behaviour</u>	Pearson
Solomon MR	<u>Consumer Behaviour</u>	Prentice Hall
Jamal A, Evans M and Foxhall G	<u>Consumer Behaviour</u>	John Wiley and Sons

MODULE	BUS 216 Strategic Marketing Management
PROGRAMME	International Marketing
LEVEL	5
PREREQUISITE MODULE(S)	None

Module Aims and Objectives

The purpose of this module is to outline the strategic marketing planning process and the culmination of the process (the marketing plan) and its relationship to corporate strategic planning. Students will examine critically the tools of analysis needed to support the whole marketing planning process; appropriate marketing objectives and strategies; the structure and contents of a marketing plan; the interfaces with other business functions that underpin the planning process; and the implementation and control issues that will affect the marketing plan.

Specific objectives will enable students to:

- (a) Review, consolidate and understand the nature and scope of strategic marketing planning and marketing management

Learning Outcomes and Assessment Criteria	
The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes. In order to pass this module, the evidence that the student presents for assessment needs to demonstrate that they can meet all the learning outcomes for the module. The assessment criteria determine the standard required to achieve the module.	
Learning Outcomes	Assessment Criteria
1. Identify the theories, concepts and tools used in Strategic Marketing Management	1.1 Demonstrate the use of Strategic Marketing Planning and Marketing Management concepts and tools to solving business problems in a variety of situations
2. Analyse a business scenario for marketing audit and planning purposes	2.1 Evaluate critically a business scenario for marketing planning purposes 2.2 Produce a justified marketing plan based upon the scenario analysed

Teaching Schedule

WEEKS	INDICATIVE CONTENT
1 to 5	Defining Marketing Management for the Twenty First Century / Developing Marketing Strategies and Plans / Strategic management conceptual framework / Analysis of the external environment and internal capabilities (Evaluation of markets and competitive contexts - Value chain analysis and resource analysis - Stakeholder analysis - Cultural aspects of strategy, organisational, national and international) / Operationalising corporate strategy through marketing strategy and planning - The marketing audit (internal and external environment analysis) - Marketing information for marketing planning, organisation structures and systems for the control and dissemination of information and statistical analysis of market research - Critical success factors for marketing - Product and market opportunity analysis - Strategy decisions and objectives

6 to 10	Creating Customer Value, Satisfaction, and Loyalty / Conducting Market Research and Forecasting Demand / Analysing Consumer Markets and Analysing Business Markets / Dealing with the Competition and Developing Pricing Strategies and Programmes / Identifying Market Segments and Targets / Crafting the Brand Positioning / Introducing New Market Offerings and Setting Product Strategy / Designing and Managing Services / Designing and Managing Value Networks and Channels / Managing Retailing, Wholesaling and Logistics / Designing and Managing Integrated Marketing Communications / Managing Mass Communications: Advertising, Sales Promotions, Events, and Public Relations / Managing Personal Communications: Direct Marketing and Personal Selling / Managing a Holistic Marketing Organisation
11	Revision
12	Submission of Final Coursework or Examination

Teaching and Learning

Lectures	40
Directed Reading	40
Personal Study	120
Total	200

Assessment

Assessment Element	% Of Overall Mark	Types of Assessment	Learning Outcomes
Individual Coursework	50%	Report / Assignment	1.1
Group Coursework and Presentation	50%	Report / Assignment / PPT and Documentation	2.1, 2.2
Closed Book / Unseen Examination		3 Hour Theory Examination	
Overall Pass Mark	50%		

Pass Grade

Overall 50%

Medium of Assessments

English

Indicative Reading

Current Editions of the following Textbooks are recommended

Kotler P and Keller KL	<u>Marketing Management</u>	Pearson Education
Doyle P	<u>Marketing Management and Strategy</u>	FT Prentice Hall
Aaker D A	<u>Strategic Marketing Management</u>	John Wiley and Sons
Wilson R M S et al	<u>Strategic Marketing Management, Planning, Implementation and Control</u>	Butterworth-Heinemann
Brennan R	<u>Contemporary Strategic Marketing</u>	Palgrave Macmillan
McDonald M et al	<u>Marketing Plans: how to prepare them, how to use them</u>	John Wiley and Sons

GENERIC ASSESSMENT CRITERIA

Mark Bands	Grade	Outcome	Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
Characteristics of Student Achievement by Marking Band	90-100%	A	<i>Pass Module outcomes related to modules achieved at this level</i>	Excellent evidence of knowledge and understanding Excellent structure and accurate expression. Demonstrates intellectual originality and skills
	80-89%	A		
	70-79%	B		
	60-69%	B	<i>A marginal fail in module outcomes at this level</i>	Very good evidence of knowledge and understanding Very good structure and accurate expression. Demonstrates some intellectual originality and skills
	50-59%	C		Satisfactory evidence of knowledge and understanding Satisfactory and acceptable structure and accurate expression. Demonstrates limited intellectual originality and skills
	40-49%	D		Basic evidence of knowledge and understanding Basic use of learning with significant lack of structure and accuracy in expression. Issues with academic/intellectual skills preventing a pass standard
	0-39%	F	<i>A clear fail in module outcomes at this level</i>	Limited evidence of knowledge and understanding Limited use of learning with weak academic/intellectual skills. Lacks coherence and fails to address the assignment brief