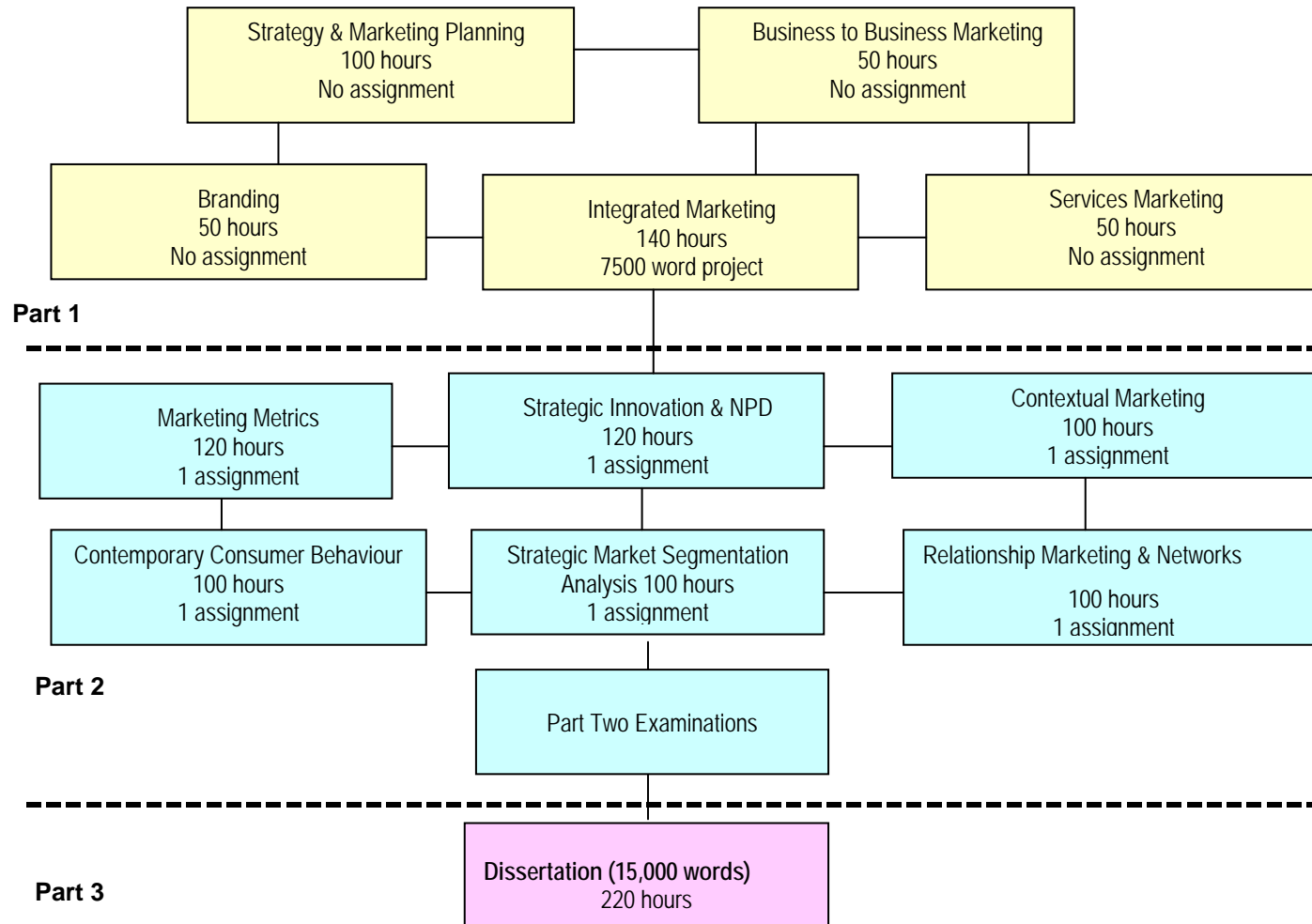


HENLEY BUSINESS SCHOOL
PROGRAMME SPECIFICATIONS FOR MSc in Strategic Marketing Leadership

1. (iv) MSc in Strategic Marketing Leadership					
1.A. Awarding Institution <i>Henley Business School</i>	1.B. Teaching Institution <i>Henley Business School</i>	1.C. Programme accredited by	1.D. Final Award	1.E. UCAS Code	1.F. QAAHE Benchmark Group
1.G Programme Description					
<p>The Henley MSc in Strategic Marketing Leadership has been developed to meet the needs of practising marketing managers in a changing and challenging environment. The programme emphasises personal and professional development and uses practical assignments to ground the learning within a working environment. It is delivered in a modular format, which encourages independent scholarship, personal development and collaborative learning.</p> <p>The Programme is typically scheduled over a 2 year period</p>					
2. Educational Aims of the Programme					
<p>The Henley MSc is a post-graduate, post-experience qualification programme that aims to give participants the capability to build successful marketing careers in a rapidly changing business world. Marketing is a key management discipline that impacts on all of an organisation’s activities. It does this by providing a thorough grounding in the disciplines of management thinking, combining classic and leading edge theory with exposure to and experience of international business practice. We aim to provide personal development opportunities to help course members build both skills, knowledge and professional marketing capability. We believe that learning comes through the application of newly acquired knowledge to real management problems, so, where appropriate, our courses are designed to help course members contribute to the success of their own organizations, by creating a bridge from theory to practice. We encourage course members to address problems holistically, to think conceptually and reflect critically on the learning experience. Integral to this process is collaborative learning, where we aim to draw on the expertise and experience of course members to develop more robust and rounded thinking. Our aim is to design and facilitate a process through which participants develop the capacity for and commitment to continuous learning and change, reaping the dual rewards of independent and interdependent learning.</p> <p>This will be realized through a number of different study modes and each combining in robust and innovative ways, the School’s expertise in face-to-face delivery and flexible supported technology-based learning.</p>					

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The educational aims are achieved through the following structure

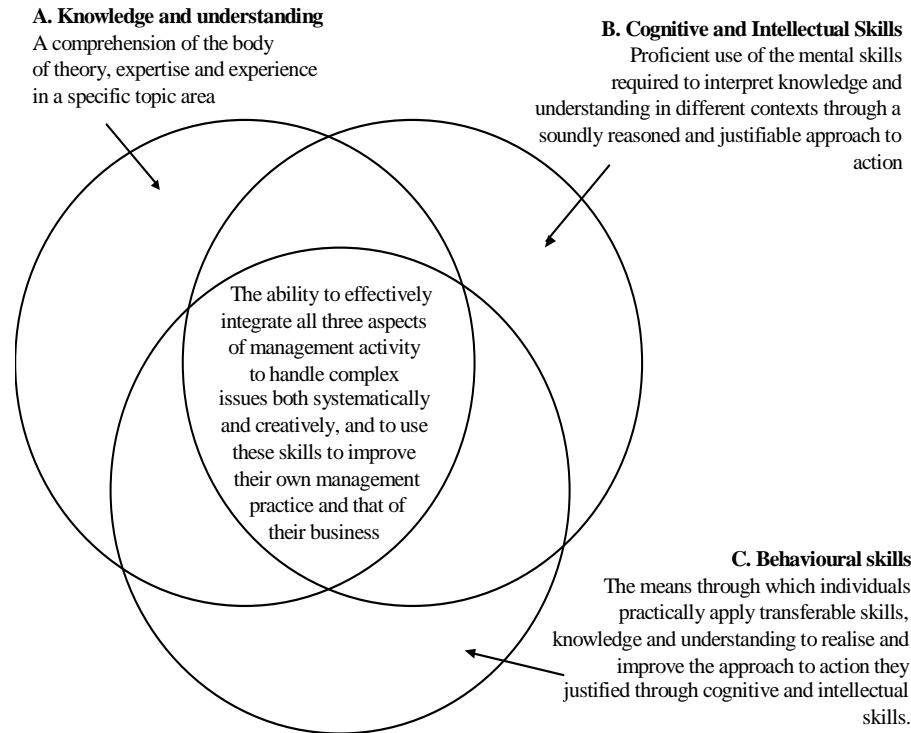


This process requires a minimum of 1250 study hours.

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which delivers the three major categories of learning outcomes

By following the programme structure outlined above, participants have the opportunity to develop a variety of skills and expertise, which fall into three major categories. The detail of these categories is outlined in Section 4.



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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p>On completion of this course the student will have built his/her own personal development and competency in relation to this topic across three areas. These are: <i>knowledge</i>: what they know and understand about the subject; <i>cognitive skills</i>: what they are able to do in terms of intellectual analysis, synthesis and evaluation of the subject; and <i>behavioral/professional skills</i>: the skills they are able to apply in their marketing management role within an organization.</p> <p><i>A. Knowledge and understanding of:</i></p> <p>1. Graduates will have a systematic understanding and critical awareness of current issues relating to strategic marketing leadership</p> <p>In particular, graduates will demonstrate their knowledge and understanding in the areas outlined below. Each area makes an important contribution to the practice of strategic marketing leadership. The ordering does not imply any priority or weight of emphasis:</p> <p>I. The nature, role and processes of formulating marketing strategy and marketing planning</p> <p>II. Significant factors in the provision of services including the service operation, consumer/provider dynamic and managing the service experience</p> <p>III. Significant factors that are unique to B2B markets including the buying process, channel decisions and other elements of the marketing mix</p> <p>IV. The nature, role, impact and measurement of brands</p>	<p><i>Teaching and Learning Strategy</i></p> <p>Teaching & learning strategy (standard for all modules)</p> <p>The development of knowledge and understanding is achieved through a blended approach of taught workshops, self-study electronic materials, e.discussion, textbooks and other subject resources.</p> <p>Subject tutors guide the programme members in their learning by means of face-to-face workshops and web-based support. Tutor facilitated e-learning activities provide a means of gaining formative feedback.</p> <p>Participants are encouraged to actively engage as members of a learning team of fellow participants. Collaboration within these teams is encouraged, for example at workshops, through on-line activities and through other informal contact.</p> <p>Course members are expected to reflect upon their own experience in each module and to reflect on how the theories and models that they have been presented in the course material relate to their experience. Course members are encouraged to explore the relationships between the various areas of knowledge covered in the programme, and to find the critical connections that affect business performance.</p> <p><i>Assessment strategy</i></p> <p>Formative: Presentation and e.learning discussions feedback during parts 1 and 2</p> <p>Summative:</p> <p>Part 1 : Reflective report on the integration of marketing at the end of part 1 assesses the programme member's knowledge and understanding of part 1 modules and how they might be apply this learning to organisational settings.</p> <p>Part 2: Practical Application Assignment (standard for all modules in part 2).</p> <p>2 x 3 hour exams, one unseen and one case based at the end of Part Two.</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3.i The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:</p>
<p>V. The integration of marketing processes and marketing responsibility within the organization</p> <p>VI. The use and application of measurement strategies and techniques to quantify and demonstrate value in marketing performance, processes and decisions</p> <p>VII. The nature of Innovation, management of NPD processes and structure, technology transfer and intellectual property</p> <p>VIII. The impact of changing market dynamics and rapidly changing external factors</p> <p>IX. Factors influencing buyer behaviour before, during and after the purchase transaction and the nature of purchase situations and buyer decisions making processes</p> <p>X. The impact of changing market dynamics on the process of segmentation and behaviour in markets and customer activity</p> <p>XI. The nature, strategies and techniques of relationship management and networks to add value</p> <p>2. Graduates will demonstrate their ability to collect relevant information across a range of areas pertaining to the current situation, analyse that information and synthesize it in an appropriate form in order to evaluate decision alternatives.</p> <p>3. Graduates will have been exposed to a number of techniques applicable to their own research. They will understand the uses and limitations of a range of research methods/techniques for providing information and evaluating options in an uncertain organizational</p>	<p>Part 3: Dissertation</p> <p>These will assess the critical and rigorous application of theory to practitioner situations.</p> <p>Course members are expected to demonstrate an understanding of theories central to the module areas, a critical appreciation of their use, and mutual interaction, and recognition of the key strengths and weaknesses.</p> <p>Programme members complete a dissertation in an area of their own choice, which provides a means of assessing the development of expertise in research techniques and methodology.</p> <p>All assessments on the Programme are completed individually.</p>

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3. The programme/ module provides opportunities for students to achieve the following outcomes:	3.i The following general teaching, learning and assessment strategies are used to enable students to achieve and demonstrate these outcomes:
environment. They will therefore gain an understanding of current research issues in business and management. 4. Graduates will demonstrate their awareness and ability to manage the implications of dilemmas and work pro-actively with others to formulate solutions.	

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategy are used to enable students to achieve and demonstrate these outcomes:</p>
<p><i>B Cognitive and intellectual skills:</i></p> <ul style="list-style-type: none"> i. Critically analyse: complex, incomplete or contradictory information and communicate their understanding effectively. Organising thoughts and assumptions and evaluating evidence appropriately ii. Synthesise: information into a conceptual overview that draws on the innovative use of knowledge and experience from personal practice in management iii. Evaluate: and argue alternative approaches to theories and models from their use of capable critical analysis iv. Solve problems: using originality and initiative in autonomous and collaborative ways, identifying and appraising options, implementing and reviewing suitable decisions v. Make decisions: based on reasoned arguments about the value of theory in context and incorporating critical reflection before, during and after action. Plan & Implement: tasks having made decisions about complex and unpredictable situations 	<p><i>Teaching and Learning Strategy</i></p> <p>Preliminary guidance on the demands of these cognitive and intellectual skills will be provided early in the course structure through written material, and through the formative assessment in part 1 and the summative assessments at the end of part 1 and during part 2.</p> <p>Learning Team activities provide an opportunity for course members to experiment with how to develop the various cognitive and intellectual skills.</p> <p>The structure and flexibility of the programme allows course members to integrate their learning and development in terms of subject specific knowledge and cognitive and intellectual skills with their own working practice.</p> <p><i>Assessment strategy</i></p> <p>Course members will be required to demonstrate their capabilities in these areas through written assessments (project, assignments and dissertation), examination and through the way they manage their progress through their MSc alongside their jobs. The 15,000-word dissertation assesses how well the course member can utilize all of these skills and complete a rigorous research study.</p>

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3. The programme/ module provides opportunities for students to achieve the following outcomes:	3. The following general teaching, learning and assessment strategy are used to enable students to achieve and demonstrate these outcomes:
<p><i>C Behavioural skills</i></p> <ul style="list-style-type: none"> i. Self evaluation: through reflection on her/his own behaviour and actions together with their impact on others ii. Communication: confidently and competently in academic and professional environments with a range of specialists and people at different levels of the organisations using conversational, textual and visual media iii. Problem solving: using a variety of problem solving tools and methods both autonomously and collaboratively iv. Collaborative working: both as a team member and leader, clarifying tasks and making best use of the capabilities of others, negotiating and handling conflict with confidence and sensitivity to the value of diversity v. Managing information: researching with the minimum of guidance through both transcript, electronic means, and personal interaction. vi. Self management: understanding and appreciating her/his own capacity, delegating where appropriate and organising priorities efficiently vii. Learning: using continuous self reflection on practice and experiences to develop a sustained approach to ongoing personal development viii. Ethical behaviour: recognising ethical situations and applying personal and organisational ethics to situations and people. ix. Influence and challenge to stimulate creative thinking and encourage change. x. Handle a complex, changing and unpredictable environment whilst grasping an overview of the issues relating to good practice xi. Work Autonomously: exercising initiative and personal responsibility in professional management practice 	<p><i>Teaching and Learning Strategy</i></p> <p>Personal development is considered an integral part of the programme, although personal development outcomes are not summatively assessed as such and personal development may be supported in different ways. For example, Personal Tutors are available to provide support and feedback to individual programme members in their personal development.</p> <p>The structure of the programme from part 1 to part 3 is designed in such a way as to gradually move course members from handling simple tasks, apply basic technical expertise and working in a more dependent and tutor guided fashion, towards the ability to handle more complex and ambiguous tasks that require greater adaptability, technical expertise and independent learning.</p> <p>Workshops on the appropriateness of both qualitative and quantitative capabilities are included as part of the course teaching. E-learning areas are offered to enable the dissemination of knowledge and information across the communities, when course members cannot meet face to face.</p> <p>The requirements of completing this programme will entail a significant level of self-motivation and competence in working autonomously. The support structure of the Programme, and in particular the role of personal and subject tutors, both within a virtual environment and in face-to-face situations, recognises this challenge.</p> <p><i>Assessment strategy</i></p> <p>Behavioural skills are assessed throughout the programme in that they contribute to the successful completion of individual assignments and especially the Dissertation. Furthermore the use of the personal development workbook and online personal development support plus the support of a personal tutor provides the opportunity for formative feedback</p> <p>Early assessments both formative and summative test simplistic application and are more structured and more highly specified with respect to the application of course content</p>

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<p>3. The programme/ module provides opportunities for students to achieve the following outcomes:</p>	<p>3. The following general teaching, learning and assessment strategy are used to enable students to achieve and demonstrate these outcomes:</p>
<p>xii. Fitting Technical expertise to context: adopting and adapting skills and procedures and developing new ones in relation to new situations using quantitative and qualitative skills appropriately. Create, store and disseminate knowledge and information within communities either face-to-face and/or electronically.</p>	<p>Later assessments require multi tasking, integrative technical expertise, independent research and the ability to work autonomously, and the inclusion of unseen examinations and case based examinations ensures academic quality and robustness of the process.</p>

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<p>4 – Programme Coverage</p> <p>The programme is structured in three Parts, each Part building cumulatively towards the MSc. Within Part 1 the assessment is a substantial reflective piece integrating the foundation modules. Each Part 2 module is assessed by a practical business report synthesizing theories, concepts and best practice. At the end of Part 2 two, 2 x three hour written examinations provide further rigor to the assessment process.</p>		
<p>4.1 Part 1 includes 5 foundation subjects</p> <p>Strategy & Marketing planning – considers how an organization might plan its marketing strategy, in support of corporate objectives, and the various tools, techniques, and tactics available to analyse markets, develop a marketing plan and implement it in a cost effective and strategically efficient manner.</p> <p>Services Marketing – identifies the key components of services and covers the service operation, service consumer, service worker and the management of the service experience</p> <p>Business to Business Marketing – identifies the unique aspects of B2B marketing and covers purchase behavior, channel decisions, pricing, promotion and design</p> <p>Branding – explores the history, value and architecture of brands.</p> <p>Integrated Marketing – develops the concept of marketing as an integrated discipline within the firm. It includes appropriate structure and processes and demonstrates how various functional activities can be attuned to a customer centric perspective and how marketing as an orientation can integrate the disparate functions into a customer focused competitive organisation.</p>	<p>4.2 Part 2 – Marketing Metrics – covers tools and techniques for the measurement of customer value, marketing impact on shareholder value and resource optimization.</p> <p>Strategic Innovation and New Product Development – explores the nature and role of innovation, processes, participation and outcomes of successful NPD delivery</p> <p>Contextual marketing – Explores customer and consumer behavior in virtual mobile environments and new markets</p> <p>Contemporary consumer behavior – Includes experiencing, exploring and measuring consumption processes</p> <p>Strategic Market segmentation analysis - Examines different segmentation techniques including the activity cycle, networked activity maps and others</p> <p>Relationship marketing & networks –examines multi-stakeholder relationships, their nature, development and management; network architecture and supply-demand management.</p> <p>Assessment of all part 2 modules is through practical application assignments of 5000 words. At the end of Part 2, 2 x three hour examinations are held, one unseen and one</p>	<p>4.3 Part 3 – Dissertation. A 15,000 word independent study reflecting a critical and reflective approach to marketing. The study can be a conceptual or theoretical piece of work or a practical piece that relates theoretical/conceptual frameworks to a business situation and covers the key requirements of a standard dissertation:</p> <p>E.g. – must provide potential for original work, must be capable of generalisability, etc.</p>

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4 – Programme Coverage		
Course members will need to complete and pass one assessed piece of work (7,500 words project) relating to the integration of marketing within their own organization.	case based. .	

5. Types of learning activity used to enable outcomes to be achieved		
Learning team discussion Case studies Face to face workshops Facilitated on-line discussions and formative activities Reading course material and specified books Independent research		

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6. Support for students and their learning	MSc in Strategic Marketing Leadership
Workshops	Taught sessions (usually 2-day) to support the learning and provide opportunities for face-to-face collaborative activities and tutor contact
E-Learning	Each subject has an e-learning area with optional e-learning activities to provide a link between course materials, workshop and assignment and to encourage the sharing of ideas and collaboration
Readings	Each subject module has core and additional readings delivered by a combination of text books, and e-learning resources
Case Studies	Included in teaching materials and used in workshops
Assessment	Integrated Marketing Project (7,500 word) part 1 Assignments (typically 5,000 word) for all part 2 subjects (x6) Examinations one unseen three hour paper and one pre-issued case based paper. Dissertation (15,000 words) All assessments are completed individually
Tutor to support Learning and Development process	Subject Tutors (e-learning) Workshop Tutors Marking Tutors
Tutor to Student ratio	Typically one Subject tutor, and 1 or 2 Workshop Tutors per Intake.
E-learning materials	CD-Rom or web based inputs & activities e-Library resources
Dedicated e-learning programme area	Intakes may have their own Web-site or have access to generic e-learning resources
Library resources	Virtual and physical
Course handbooks	Including: Programme Guide Course Organiser Guide to Studying
Opportunities for overseas experiences	N/A

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7. Programme Registration and Commitments																																																																																																													
The MSc programme has two intakes per year	The detailed schedule for each intake is published separately																																																																																																												
	Depending on the start date of the intake																																																																																																												
Numbers of months to completion	24 months																																																																																																												
Course members registered for	36 months																																																																																																												
Re-registration	When justified for one further year																																																																																																												
<p>Assessment breakdown</p> <p>In part one there is an assignment which takes the form of a 7,500 word Integrated Marketing project and draws on all the learning from part 1.</p> <p>In part 2 students are assessed through six assignments (one per subject), which test practical application of learning. At the end of Part 2, students are assessed through two examinations, each of three hours duration, one an unseen paper and the second a pre-issued case based paper.</p> <p>In part three there is one dissertation.</p>	<p>Part 1</p> <table border="1"> <thead> <tr> <th>Subject</th> <th colspan="2">Strategy & Marketing Planning</th> <th colspan="2">Services Marketing</th> <th colspan="2">Business to Business</th> <th colspan="2">Branding</th> <th colspan="2">Integrated Marketing</th> </tr> <tr> <td></td> <td>R</td> <td>P</td> <td>R</td> <td>P</td> <td>R</td> <td>P</td> <td>R</td> <td>P</td> <td>R</td> <td>P</td> </tr> </thead> <tbody> <tr> <td>Group</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Part 2</p> <table border="1"> <thead> <tr> <th>Subject</th> <th colspan="2">Marketing Metrics</th> <th colspan="2">Strategic Innovation & NPD</th> <th colspan="2">Contextual Marketing</th> <th colspan="2">Contemporary Consumer Behaviour</th> <th colspan="2">Strategic Market Segmentation Analysis</th> <th colspan="2">Relationship Marketing & Networks</th> </tr> <tr> <td></td> <td>R</td> <td>P</td> <td>R</td> <td>P</td> <td>R</td> <td></td> <td>P</td> <td>R</td> <td>P</td> <td>R</td> <td>R</td> <td>P</td> </tr> </thead> <tbody> <tr> <td>Group</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual</td> <td>100%</td> <td></td> <td>100%</td> <td></td> <td>100%</td> <td></td> <td></td> <td>100%</td> <td></td> <td>100%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>E: Part 2 Exam</p> <p>Part 3</p> <table border="1"> <thead> <tr> <th>Subject</th> <th colspan="2">Dissertation</th> </tr> </thead> <tbody> <tr> <td></td> <td>R</td> <td>P</td> </tr> <tr> <td>Group</td> <td></td> <td></td> </tr> <tr> <td>Individual</td> <td>100%</td> <td></td> </tr> </tbody> </table> <p>Key to Table: R: Report P: Presentation E: Examination</p>	Subject	Strategy & Marketing Planning		Services Marketing		Business to Business		Branding		Integrated Marketing			R	P	R	P	R	P	R	P	R	P	Group											Individual									100%		Subject	Marketing Metrics		Strategic Innovation & NPD		Contextual Marketing		Contemporary Consumer Behaviour		Strategic Market Segmentation Analysis		Relationship Marketing & Networks			R	P	R	P	R		P	R	P	R	R	P	Group													Individual	100%		100%		100%			100%		100%	100%		Subject	Dissertation			R	P	Group			Individual	100%	
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8. Admission requirements

Generally to qualify for entry to the programme, applicants must fulfill the requirements outlined below, and are eligible for certain exemptions and credits. Candidates must.

- Hold a degree from a British University, or its equivalent,
- Have at least two years' relevant work experience
- Be at least 25 years old.

Under the category of equivalent qualifications are degrees from recognised foreign universities and a number of professional/vocational qualifications. Also included is the postgraduate Diploma in Management Studies (i.e. ex-CNAA DMS), the Henley Diploma in Management and a Higher National Certificate or Diploma.

Candidates whose first language is not English must normally pass one of a number of prescribed English Language tests.

Applications from candidates who do not meet the normal entry qualifications go before an Admissions Panel comprising the Academic Registrar and Admission Officers. In such cases the Admissions Panel will consider all of the relevant evidence, including the applicant's age, seniority, responsibilities, qualifications, career progression, references and the overall quality of the application. The Admissions Panel may also require a GMAT test to be taken (minimum score to be at least 550).

All such 'non-standard' applicants, whom the Admission Panel permits to be registered on the programme, are so identified as to enable their academic progress to be specifically monitored.

8.1 Exemptions and Credits

Based upon an applicant's prior qualification, it is possible for Programme Members to secure exemption from Part One. No exemptions from Parts Two or Three of the programme are permitted.

Exemptions are only permitted for prior qualifications studied at a postgraduate and post-experience level.

Holders of the CIM Diploma in Marketing or its equivalent can be exempted from Part One of the programme following successful completion of the 7,500 word Integrated Marketing Project.

Applications for exemptions from Programme Members from other MBA, or similar, degree programmes are considered on a case-by-case basis.

To be confirmed

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9. Syllabus Overview







Part 1 Syllabus

See Appendix 1

Appendix 1:







Services Marketing	 SM_servicesmarketing_guide.pdf
Business to Business	 B2B_businesstobusiness_guide2.pdf
Integrated Marketing	 IM_integratedmarketing_guide.pdf
Branding	 B_branding_guide.pdf
Strategy & Marketing Planning	 SMP_Strategymarketingplanning_guide2.pdf

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Marketing Metrics	 MM_metrics_guide.pdf	Part 2 Syllabus See Appendix 2
Strategic Innovation & NPD	 SSI_strategicinnovationNPD_guide.pdf	
Contextual Marketing	 CM_contextualMarketing_guide.pdf	
Contemporary Consumer Behaviour	 CCB_contemporarycustomerbehaviour_guide.pdf	
Strategic Market Segmentation Analysis	 SMSA_StrategicMarketSegmentationAnalysis_guide.pdf	
Relationship Marketing & Networks	 RMN_Relationshipmarketingnetworks_guide.pdf	

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Part 2 Syllabus

Marketing Metrics	 MM_metrics_guide.pdf
Strategic Innovation & NPD	 SSI_strategicinnovationNPD_guide.pdf
Contextual Marketing	 CM_contextualMarketing_guide.pdf
Contemporary Consumer Behaviour	 CCB_contemporarycustomerbehaviour_guide.pdf
Strategic Market Segmentation Analysis	 SMSA_StrategicMarketSegmentationAnalysis_guide.pdf
Relationship Marketing & Networks	 RMN_Relationshipmarketingnetworks_guide.pdf