

MSc in Strategic Marketing Leadership: qualification programme for corporate groups For students entering in 2013/4

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Greenlands
Programme length:	36 months
Date of specification:	22/May/2014
Programme Director:	Dr Anne Dibley
Programme Advisor:	
Board of Studies:	Post Graduate Post-Experience Programmes
Accreditation:	EQUIS, AACSB

Summary of programme aims

The MSc in Strategic Marketing Leadership 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. The programme emphasises the business context of marketing and recognises the need for managers to make choices that are both evidence-based and that demonstrate ethical leadership. 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. It also focuses on the personal and professional development of participants as well as on leading edge thinking and practice in marketing. We aim to provide personal development opportunities to help course members build their 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 organisations, by creating a bridge from theory to practice. Accordingly, it uses practical assignments to ground the learning within a working environment.

The programme is delivered in a part-time modular format, which encourages independent scholarship, personal development and collaborative learning. 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.

Transferable skills

The programme requires extensive self-study in addition to the taught modules, which includes independent reading, learning group activities, e-learning activities, and personal reflection and application in the workplace. By following this programme participants will have the opportunity to develop a variety of skills and expertise, which fall into three major categories.

• Knowledge and Understanding: A comprehension of the body of theory, expertise, and experience in a specific topic area.

• Cognitive and Intellectual Skills: Proficient use of the mental skills required to interpret knowledge and understanding in different contexts through a soundly reasoned and justifiable approach to action.

• Behavioural Skills: The means through which individuals practically apply transferable skills, knowledge, and understanding to realise and improve the approach to action they justified through cognitive and intellectual skills.

The programme will offer participants the ability to effectively integrate all three aspects of management activity to handle complex issues both systematically and creatively and to use these skills to improve their own management practice and that of their business.

Programme content

Module Code

Stage 1

MPM1SMP Strategy and Marketing Planning - Credits 15, Level 7

MPM1SMK Services Marketing - Credits 15, Level 7

MPM1B2BM Business to Business Marketing - Credits 15, Level 7

MPM1CCB Contemporary Consumer Behaviour - Credits 15, Level 7

Stage 2

MPM2MTB Managing the Brand - Credits 15, Level 7
MPM2MRN Managing Relationship Networks - Credits 15, Level 7
MPM2SNPD Strategic Innovation and New Product Development - Credits 15, Level 7
MPM2CCMKT Customer Centric Marketing - Credits 15, Level 7

Stage 3

MPM3MNI Manager as Investigator - Credits 5, Level 7
MPM3RESMT Research in Marketing - Credits 20, Level 7
MPM3MNC Management Challenge - Credits 35, Level 7

Part-time or modular arrangements

The programme is delivered on a part-time modular basis with a minimum of 22 days face-to-face teaching days.

Progression requirements

The pass mark for all assessments is 50%. Programme members who fail an assessment will be able to re-submit the assessment. The mark carried forward for any resubmission will be capped at 50%. Each stage has an equal weight towards the assessment of the overall programme. Students must pass all modules within a particular stage and it is expected that all the modules in each stage are completed prior to entry to the next stage of the MSc. However, progression is at the discretion of the Programme Director.

Programme members may not proceed to Stage 3 without first completing all assessment at Stages 1 and 2.

The following form the assessment used in the MSc for each Stage in the programme:

Stage 1 subjects are assessed by an Integrated Marketing Project undertaken at the end of Stage 1.

An examination is held only in Stage 1 covering all Stage 1 subjects. Stage 2 and Stage 3 subjects are not examined.

In Stage 2 each of the four subjects is assessed by an individual assignment.

Stage 3 assessment includes an individual assignment, a research proposal report and a Management Challenge project report.

All assessment is conducted individually. See Appendix 1.

Summary of Teaching and Assessment

Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will provide a balance between formative and summative approaches. Programme members will be assessed summatively throughout the programme by means of assignments or projects, an examination, and a research project, each of which has its own assessment purpose. All assessments on the Programme are completed individually.

Methods typically associated with learning transmission:

Lectures and presentations: face to face or online with digital support materials

Self-study: directed and self-directed, online using web-based resources or paper-based materials

Research

Collaborative learning

Co-operative learning

Case studies

Problem-based learning

For Masters degrees

To attain the MSc students must gain a mark of at least 50% for all modules within a stage, and an exam result of at least 50%.

Members may exit Stage 1 with a Postgraduate Certificate or Stage 2 with a Postgraduate Diploma after successful completion of all modules within the relevant stage.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree from a British University or its equivalent and have at least three years relevant management experience at least two of which will be in marketing. No exemptions are permitted in this programme.

Management experience will be evidenced by at least three out of the following list of seven types of managerial activity (not in any order of priority):

Demonstrable involvement in shaping managerial decisions that affect events beyond standard daily operational activities.

Co-ordinating the work of others in a team.

Responsibility for meeting financial targets that rely on the efforts of more than one person.

A requirement to structure and order one's own work activities over a period of more than one month to solve problems and deliver results.

A defined responsibility for improving the performance of people, processes or technology.

A role that primarily achieves results through influencing others rather than through direct authority.

Experience of working internationally or of relevant multicultural exposure.

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.

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. 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.

Under the category of equivalent qualifications are degrees from recognised international universities and a number of professional/vocational qualifications.

Registration

The MSc programme comprises three stages and is scheduled over a 24 month period. Programme members are required to complete all stages of the MSc programme within 36 months of registering on the programme.

Exceptionally, it may be possible for programme members to apply for a further 9 months registration at an additional fee. This is at the discretion of the Programme Director and is subject to satisfactory progress.

Programme members will be de-registered if they do not complete the programme within the allotted time.

Admissions Tutor:

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Henley Business School provides a range of support for programme members and their learning. The Academic Resource Centre (ARC) is the School's on-site information resource at Greenlands, holding an extensive and carefully selected collection of print and electronic resources. It is complimented by ARC online which provides remote access to a wide range of items, including business and management databases, reading lists, the ARC catalogue, online dissertations, and MSc resources. IT resources in the ARC are enhanced by the IT resources across campus.

The HenleyConnect portal is the virtual learning environment supporting students studying on the Henley MSc programme. It is designed to allow programme members to work both together and as individuals in a single online workspace, and contains core MSc learning materials as well as links to materials within the Learning Resource Centre.

Career prospects

It is anticipated that programme members on the MSc programme will be in employment for the duration of the programme. Career guidance is available at Henley Business School on the Greenlands site with the main aim of allowing networking between programme members and the corporate links at the business school. Programme members who are sponsored by their employer must obtain permission before taking advantage of this service.

Opportunities for study abroad or for placements

One or more of the face-to-face workshops may be held in a different country.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Graduates will have a systematic understanding and critical awareness of current issues relating to strategic marketing leadership including:
Marketing strategy and marketing planning
Services marketing including the service operation, consumer/provider dynamic and managing the service experience
B2B and B2C marketing including the buying process, channel decisions and other elements of the marketing mix
The integration of marketing within the organization
The nature, role, impact and measurement of brands
The role of customer centric marketing for value creation
The nature of Innovation management of NPD processes and structure
Factors influencing buyer behaviour and buyer decisions making processes
The impact of new technologies on markets and customer activity
The nature, strategies and techniques of relationship marketing and networks
2. Graduates will demonstrate their ability to collect relevant information pertaining to the current situation, analyse that information and synthesise it in order to evaluate decision alternatives.
3. Graduates will gain an understanding of current research issues in marketing, business and management.
4. Graduates will demonstrate their awareness and ability to manage the implications of dilemmas and work proactively with others to formulate solutions.

Teaching/learning methods and strategies

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. Tutors will guide learners in the development of subject knowledge and understanding in face-to face workshops. . Collaboration within learning teams is encouraged at workshops, electronically or through other informal contact. 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 within their organisation.

Assessment

Assessment of knowledge and understanding outcomes, which relate to comprehension of the body of theory, expertise and experience in a specific subject area, will be continuous throughout the programme and will provide a balance between formative and summative approaches. Programme members will be assessed summatively throughout the programme by means of assignments or projects, an examination, and a research project, each of which has its own assessment purpose. All assessments on the Programme are completed individually.

Skills and other attributes

B. Intellectual skills - *able to*:

1. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, identifying assumptions, evaluating statements in terms of evidence, detecting false logic or reasoning, identifying implicit values, defining terms adequately, and generalising appropriately
2. Analysis: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge and communicating the outcome effectively
3. Synthesis: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline of management
4. Evaluation: with a level of conceptual understanding and awareness of ways of addressing dilemmas and choices that will allow him/her to

Teaching/learning methods and strategies

Intellectual skills, which relate to the proficient use of the mental skills required to interpret knowledge and understanding, will typically be developed in conjunction with the development of knowledge and understanding, and also through the formative and summative and assessment of knowledge and understanding outcomes.

Assessment

Assessment of intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.

critically evaluate research-based scholarship and practice and to argue alternative approaches

C. Practical skills - able to:

1. Application: can demonstrate initiative and originality in problem solving; can act autonomously in planning and implementing tasks at a professional or equivalent level, can make decisions in complex and unpredictable situations
2. Problem solving and decision-making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify, and evaluate options; the ability to implement, review and critically reflect on decisions
3. Managing information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge

D. Transferable skills - able to:

1. Collaborative and group working: can work effectively with a group both as a team member and leader, clarifying tasks, recognising and making best use of the capabilities and contributions of others, to gain maximum group performance, team selection, delegation, development and management, handling conflict with confidence, sensitivity to the value of diversity
2. Self awareness and evaluation: is aware of impact on others and is reflective on own and others functioning in order to improve practice
3. Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of marketing reports, in academic and professional environments with a range of specialists and people at different levels of the organisations
4. Problem solving: uses self-awareness and awareness of others, with leadership and communication skills to solve problems both autonomously and collaboratively
5. Numeracy and business research skills: including the use of models of business situations; quantitative and qualitative research skills; ability to conduct research into business and management issues with the minimum of guidance
6. Personal effectiveness: self-awareness and self-management; time management, delegating where appropriate and organising priorities efficiently; sensitivity to diversity in people and different situations; the ability to continue learning
7. Learning: is able to use full range of learning resources and learns through reflection on practice and experience
8. Ethics and value management: recognising ethical situations, applying personal and organisational ethical values to situations and choices.

Teaching/learning methods and strategies

Practical skills are the means through which individuals practically apply their knowledge and understanding and cognitive and intellectual skills. They will be developed through the core subject modules, and preparation of assessed work.

Assessment

Assessment of intellectual skills will typically be assessed in conjunction with the summative and formative assessment of knowledge and understanding outcomes.

Teaching/learning methods and strategies

Transferable skills are the ways in which individuals use their knowledge and understanding and behavioural and intellectual skills in other business as well as social contexts. They will be developed through the core subject modules, and the action learning at workshops, which will require both individual and team management skills.

Assessment

Assessment of transferable skills will be achieved in conjunction with the summative and formative assessment of knowledge and understanding outcomes.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.