

PROGRAMME SPECIFICATION

for the award of

MSc Marketing and Entrepreneurship

Managed by Oxford Brookes Business School

Date approved:	11 December 2019
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Language of study:	English
Final award:	Master of Science
Programme title:	MSc Marketing and Entrepreneurship
Interim exit awards and award titles available:	Postgraduate Certificate in Marketing and Entrepreneurship Postgraduate Diploma in Marketing and Entrepreneurship
Brookes course code:	tbc
UCAS code:	
JACS code:	N500
HECoS code:	See guidance note G2.2, section 1
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus) Sandwich mode (full-time)
Duration of study:	1 Year for full time 2 Years for part time 2 years for sandwich mode (full time) Maximum duration is 5 years.
QAA subject benchmark statement/s which apply to the programme:	Master's degrees in Business and Management (2015)
Professional accreditation attached to the programme:	n/a
Apprenticeship Standard:	n/a
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ Specific Regulations for Postgraduate Taught Programmes also apply. http://www.brookes.ac.uk/regulations/current/specific/b4/

SECTION 2: WHY STUDY THIS PROGRAMME?

2.1 Distinctiveness of the programme

The programme offers students an opportunity to gain relevant knowledge, skills and competencies to complete a Master's degree in Marketing and Entrepreneurship. This is a conversion programme designed for students who have limited marketing and business experience. However, the programme has sufficient flexibility to offer students with some marketing and business background the opportunity to further develop their knowledge and skills in a range of marketing related areas and particularly in the area of new business ventures and entrepreneurship.

Research continues to show that contemporary organisations are looking for individuals who have not only theoretical understanding but also the skills and competencies to apply this knowledge in the marketing context. In response to this need, our approach to programme development has been to design a coherent and co-ordinated series of modules that blend conceptual and theoretical marketing thinking with the opportunity to develop practical insight and application in the general marketing context. Specifically, this course responds to students who wishing to pursue a career in marketing or start their own business.

Within this context, students are expected to be independent learners and for many this is a new experience. Therefore, the programme includes support not only in developing the academic skills of students as they transition into the programme, but also the skills required for future employment and career development. Most notably, but not exclusively, this occurs in the module Research Methods for Events and Marketing and Professional and Academic Development. Not only does this support provide an element of additional distinctiveness to this programme, it helps create an overall learning environment in which students can grow in confidence in their own abilities and gain the knowledge and skills needed to meet their own career aspirations.

2.2 Aims of the programme

The MSc Marketing and Entrepreneurship programme provides postgraduate Marketing and Entrepreneurship education to graduates seeking to become professional marketers or who want to develop detailed insight into this important business discipline. It is particularly appropriate for those who wish to pursue a career in new business ventures and those who wish to start their own business. This MSc Marketing and Entrepreneurship will take students with a limited knowledge of marketing, markets and entrepreneurial theory and practice to an advanced level of critical understanding of the most important and current concepts, approaches and informing frameworks within an international and multicultural context, developing the ability to undertake research on topics relevant to the context and content of marketing and entrepreneurship and develop well researched new venture propositions.

On successful completion of this MSc programme, graduates will be able to analyse the international marketing environment from a variety of perspectives and to critically evaluate the relationship between the global marketing environment, and strategic decision making with a particular emphasis on ethical practice, corporate social responsibility and cultural diversity. Graduates will be able to apply appropriate digital, analytical and research tools in the business environment.

The achievement of these aims will provide our MSc Marketing and entrepreneurship graduates with the entry level skills and knowledge required to build a range of careers in marketing management, product and brand management, marketing research, customer relationship management, particularly in the field of new business venture development. The capstone project, either a dissertation or a client project will provide scope for students to further develop specialist skills and knowledge in an area of particular interest.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

1. Critically apply relevant marketing and entrepreneurship knowledge to a range of complex business situations taking account of the relationship and interaction with other areas of business or organisation.
2. Demonstrate a critical understanding of how current marketing and entrepreneurship theories are interpreted and applied to professional practice.
3. Critically evaluate and apply a range of approaches to decision making in the content of new business ventures and from marketing management perspective.

3.2 RESEARCH LITERACY

4. Construct complex arguments integrating qualitative and/or quantitative sources.
5. Critically evaluate evidence and the arguments of others using judgement to assess the validity of conclusions drawn.
6. Demonstrate the ability to design and undertake a sustained piece of research on a topic relevant to the context and content of marketing and entrepreneurship (also Digital and information literacy).
7. Undertake analysis of complex marketing and business research and communicate findings using a range of media e.g. reports, presentations (also Digital and Information Literacy).
8. Demonstrate a practical understanding of theories and methodologies underpinning systematic management research and the ethical issues that inform research methods (also Active Citizenship).
9. Be creative and innovative in the synthesis of knowledge, ideas and information.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

10. Be adaptable and show originality, insight and critical and reflective abilities for problem solving to a deadline.
11. Critically assess the work of self and others and conceptualise this into personal development plans.
12. Identify, critically evaluate and maintain capabilities and qualities to support effective communications in specialised marketing and entrepreneurial contexts.

3.4 DIGITAL AND INFORMATION LITERACY

13. Apply appropriate digital, analytical and research tools in the business environment.
14. Effectively utilise information communication technologies and digital media as tools to aid marketing and new venture decision-making, research, communication and presentation (also critical self-awareness and personal literacy).

3.5 ACTIVE CITIZENSHIP

15. Demonstrate cross-cultural awareness in communication, team working, leadership and problem solving (also critical self-awareness and personal literacy).
16. Critically evaluate the context, nature and significance of global strategic marketing and business functions from a cross-cultural marketing and new business venture perspective.
17. Analyse and appraise the impact of the business environment and considerations of ethics and corporate social responsibility upon decision making from an international marketing perspective, particularly in new business venture contexts.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
BMGT-7025	Entrepreneurial Theory & Practice	20	7	Compulsory	100% CW
BMGT-7034	Planning for New Business Ventures	20	7	Compulsory	100% CW
MARK-7001	Digital and Social Media Marketing Strategy	20	7	Compulsory	100% CW
MARK-7003	Professional and Academic Development	10	7	Compulsory	100% CW
MARK-7006	Research Methods for Events and Marketing	10	7	Compulsory	100% CW
MARK-7013	Understanding Customer Behaviour	20	7	Compulsory	100% CW
MARK-7018	Global Marketing Strategy	20	7	Compulsory	100% CW
MARK-7020	Marketing Practice	20	7	Compulsory for Sandwich Mode Students only	100% CW
MARK-7045	Introduction to the Principles of Marketing	10	7	Compulsory	100% CW

One module from:

BMGT-7028	Client Project	50	7	Optional	100% CW
MARK-7022	Dissertation for Marketing and Events	50	7	Optional	100% CW

Other optional modules:

BMGT-7011	International Business in Practice: Study Trip	0	7	Optional	100% CW
BMGT-7036	Independent Study	20	7	Optional	100% CW
INSE-4001	Academic English for Postgraduate Studies	0	4	Optional	100% CW
INSE-4002	Academic English for Postgraduate Research	0	4	Optional	100% CW

4.2 PROGRESSION AND AWARD REQUIREMENTS

For the PG Certificate and PG Diploma there are no compulsory modules. Students must achieve 60 Credits for the PG Certificate and 120 Credits for the PG Diploma from the above list of modules.

4.3 PROFESSIONAL REQUIREMENTS

n/a

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching, Learning and Assessment

MSc Marketing and Entrepreneurship is part of a family of five programmes. While other programmes in this family offer the students specialist 'pathways' in digital marketing, brand management, international luxury marketing management and marketing communications management, this programme provides students with the opportunity to specialise in the area of entrepreneurship. Some of the compulsory modules are also shared with the MSc Business and Management (Marketing pathway) programme offered Oxford Brookes Business School. Having completed the core taught modules of the programme, students are then expected to select a specialist area connected to the programme subject, to explore in their final 50-credit 'capstone' module (a dissertation or a client project). Students have the opportunity to engage in optional paid work experience (placement) at the end of the programme, this is assessed by MARK-7020 Marketing Practice which is compulsory for the Sandwich Mode and although work experience is not guaranteed, WAVES provide students with support to help secure a placement. (Please see Section 7).

The Approach to Teaching, Learning and Assessment

The approach to teaching, learning and assessment on this programme is progressive, in so much as learning is intended to be developmental and supportive; and inclusive to accommodate the range of learners that this programme caters for. For example, whilst this is a conversion programme, there will be students with varying degrees of previous marketing and business exposure (knowledge and/or experience). The international appeal of this programme means that students will also enter the programme with very different prior learning experiences. As such, Research Methods for Events and Marketing has been developed, in part, to extend induction and orientation activities to ease the transition experience. It includes, for example, contextualised academic development sessions such as (level 7) critical thinking, information/database searching and assessment preparation. Professional and Academic Development picks up this support and development in the second and final semester. As the module progresses, it provides students with the opportunity for personalised skills/knowledge reflection and subsequent action-planning, ultimately enabling the student to gain a critical understanding of themselves in relation to their career aspirations. In this sense, the module moves learners through an individualised continuous developmental continuum, from transition in to the programme to preparation beyond graduation.

Teaching methods throughout the programme are student-centred, typically within a lecture/seminar or longer workshop format. Classes involve, for example, tutor input, analysis of case studies, problem-solving activities, presentation of papers, analysis of data for decision making, directed reading and research, student-led discussions and debates, presentations by experts and practising managers, and online market simulations (see Global Marketing Strategy). There are also opportunities for work-based learning (see Client Project – an alternative to the dissertation where you work to a client brief and Marketing Practice). Students are encouraged to contribute through both individual and group activities during classes but also in similar activities outside of normal classroom contact time. For example, students will be expected to organise themselves to undertake group or individual research activities, directed reading, assessment preparation, and other autonomous learning activities. The programme has an emphasis on the development and application of research skills, reflecting the view that a successful career is likely to depend increasingly on a capacity for conducting well-grounded empirical and literature-based research and analysis.

Teaching, Learning and Assessment Methods

Assessment methods have been designed to support the teaching and learning process, and where possible provide a vehicle *for* learning rather than an assessment *of* learning (for example the online marketing simulation on Global Marketing Strategy). Module-level interactions prepare students for the assessment process through structured activities with both peer and tutor feedback. It is important to help students develop their assessment literacies and ability to make informed judgements, and activities on each module are therefore designed to encourage dialogue between tutors and students so that this can be achieved. The dissertation and client project are self-managed activities organised by students,

and supported by a tutor in the role of Supervisor who will provide regular feedback on progress. Students may gain highly relevant experience during their optional paid supervised work experience. They are supported in securing a placement by a dedicated team of staff to ensure that their placement matches their aspirations and abilities, and through preparation in their first year of study, ultimately, the placement position is secured by the student. Initial information and guidance will be provided during Professional and Academic Development.

In terms of assessment type, students are assessed in a number of ways, including individual and group reports and presentations, portfolios, reflective statements, and open briefs that encourage individual creativity (e.g. Understanding Customer Behaviour and Digital and Social Media Marketing Strategy). Whilst students are actively encouraged throughout the programme to work in teams to facilitate and enhance their own and collective learning, group work is only summative assessed in three compulsory modules (Understanding Customer Behaviour, Global Marketing Strategy and Planning for New Business Ventures). This affords students the opportunity to adequately develop their skills as much as possible prior to assessment, and be rewarded more frequently for their own contributions and individual performance. All assessment aligns with the University's Assessment Compact. Students will be provided with a draft assessment schedule at the beginning of their programme and a confirmed assessment schedule at the beginning of each semester.

In terms of assessment strategy, the programme intentionally has a strong focus on coursework. This is for two main reasons:

- Because of the *applied nature of the programme*, in so much as graduates will be required to produce business reports, address digital marketing challenges, deliver individual and group presentations, contribute in forum discussions, prepare marketing plans, and similar, in the workplace. The programme therefore provides the opportunity for students to learn, practice and become confident in creating these common types of business communication methods and outputs.
- In order to *create a 'traditional assessment environment'* (as advocated by Gibbs and Dunbar-Goddet (2007)) which is characterised, in part, by a narrow range of forms. This is so that students can successfully develop their assessment literacies over the (relatively short) duration of their Master's programme.

As students on this programme come from a diverse range of academic backgrounds with varying prior assessment experiences, there is limited time to fully develop their skills and competencies in relation to a wide range of assessment forms. The programme therefore prioritises summative assessments with maximum practical application/value, over other forms such as formal examinations. To minimise the risk of academic misconduct associated with coursework, the majority of the assessment briefs are designed around a particular company or live project scenario, with the programme team using viva voce where necessary to verify authenticity. In addition, most modules include a coursework surgery as part of the support provided for students; this has the added benefit of enabling staff to compare the student's knowledge at surgery with the coursework submitted.

Overall, the programme team aims to provide a learning environment where students feel supported, prepared and confident to readily participate in the learning process. Students will be actively involved with, and contribute to, their own learning through structured and creative activities at module level, and constructive discussions led by tutors and fellow students. Emphasis will be placed upon an applied approach to resolving environmental, managerial and individual marketing issues informed by theoretical models and acquired practice, utilising the accumulated knowledge within the programme community. Assessment, both summative and formative, is central to learning and is seen as a fundamental and integral part of programme design, and one that is intended to shape and develop learning.

Brookes Attributes:

The development of **Academic Literacy** is embedded within the subject area of the programme and focuses on the learning synthesis of the theories explored and critique of marketing practices. For example, the underpinning knowledge for Introduction to the Principles of Marketing and Understanding Customer Behaviour, covers multi-disciplinary concepts within the marketing field; this enables the student to draw from a range of academic disciplines. This foundation is built on in subsequent modules,

and in particular Global Marketing Strategy. The overall aim is for students to engage with and apply marketing theory in a critical and professional manner. This is possible via the continuous development of their own knowledge, expertise and skills. This enables them to, autonomously, approach new and complex problem-solving with the necessary insight and confidence.

Aspects of **Research Literacy** are embedded within every module. It is most explicit in the compulsory module Research Methods for Events and Marketing, which develops the skills appropriate to undertake either Dissertation or Client Project. Understanding Customer Behaviour necessarily requires students to research a wide range of issues, particularly those relating to behavioural and communications research.

Much of **Critical Self-awareness and Personal Literacy** is embedded within the Professional and Academic Development module, which supports self-development. Personal Development Plans are central to this module, and their wider value is continually reinforced. It is the intention of the programme that students will develop the skills required to manage their learning consciously, to assist their academic studies whilst on-programme and to help them longer term in their future careers. As students move through the programme, they are encouraged to recognise and build on individual areas of strength, and identify ways in which they can continue to develop. The initial stages of the first semester encourage students to focus on more academic areas for personal-reflection, moving on to an emphasis on employability and career planning as the programme progresses. Other modules within the programme therefore become, in this context, vehicles or opportunities for continual self-reflection in terms of both the skills and knowledge the student has developed and their individual distance travelled.

An element of **Digital and Information Literacy** is embedded within the curriculum on modules such as Digital and Social Media Marketing Strategy, where students develop skills that they will be able to apply in the workplace to solving digital marketing challenges. Students will also develop core skills throughout the programme, such as the ability to search for, retrieve and store information online, and to evaluate online/digital information; communicate and interact effectively online with both tutors and peers; manage group collaborations digitally, using for example Googledocs and discussion boards; completing assessments, for example the online simulation for Global Marketing Strategy; and using digital tools/platforms such as the BRISC app (BRookes Individual Skills Catcher) to reflect on, record and manage learning.

Active Citizenship is again embedded in the programme. In particular Global Marketing Strategy examines the key arguments for ethical and socially responsible marketing policies and practices from a global perspective. Similarly, Understanding Customer Behaviour adopts a responsible/sustainability theme throughout. This attribute is also developed in Entrepreneurial Theory & Practice and Planning for New Business Ventures. Students are also encouraged to engage with the wider University and participate in co-curricular activities, such as those offered by Oxford Brookes Social Entrepreneur Awards (see <http://www.brookes.ac.uk/business-and-employers/social-entrepreneur-awards/>).

5.2 Assessment regulations

The programme conforms to the University's Academic Regulations; section B4 **Specific Academic Regulations for Postgraduate Taught Programmes**

<http://www.brookes.ac.uk/regulations/current/specific/b4/>

The Programme also embeds the principles and practices within the **Brookes Assessment Compact**. Assessments are carefully designed to contribute to formative developmental feedback and can incorporate peer feedback as well. All module guides include specific assessment criteria which are clearly communicated and an assessment calendar is also produced.

<https://www.brookes.ac.uk/ocslcd/consultancy/consultancy-areas/>

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

A minimum of a second class honours degree (2:2) in any academic discipline, or equivalent overseas degree from a recognised institution or equivalent professional or other qualification.

Those who do not meet any of the above criteria may be eligible for entry, provided they have compensatory work experience. This should include, in particular, further professional training and accreditation and the demonstration of appropriate career development.

This course attracts students from a wide range of backgrounds and nationalities. Applications are welcome from those in work and seeking continuing professional development.

Entry will also be subject to two satisfactory references (one of these must be an academic reference).

Please also see the university's [general entry requirements](#).

English language requirements

If English is not your first language you will need to satisfy the university's English language requirements:

- IELTS minimum level 6.0 (with a minimum of 6.0 in reading and writing, and 5.5 in listening and speaking) or equivalent
- If you have completed your undergraduate degree in the UK (at least one full year of study) you will automatically meet our English language requirements

Please also see the university's [standard English language requirements](#)

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable.

SECTION 7: PREPARATION FOR EMPLOYMENT

Careers Centre support

The University Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. Its online vacancies database Talent Bank details internship and graduate job opportunities plus volunteering and project work.

Students in the Faculty of Business can benefit from the services of the Work and Voluntary Experience Service (WAVES), which also supports students in identifying work placements, volunteering or internship opportunities.

The MSc Marketing and Entrepreneurship programme provides essential knowledge in Introduction to the Principles of Marketing, Understanding Customer Behaviour, Digital Marketing and Analytics, Global Marketing Strategy, Research Methods for Marketing, Professional and Academic Development for Marketers, Entrepreneurial Theory & Practice, Planning for New Business Ventures and Dissertation or Client Project. Students who secure a paid placement will gain valuable experience in the work place; all in addition to optional modules. The learning outcomes enable our graduates to choose career pathways as follows:

Marketing/Business Sector (which covers both Business to Business and Business to Customer disciplines)

- Marketing Management
- Customer Insight and Engagement
- Advertising/Promotion
- Ethical/Sustainable Marketing
- New Business Start ups
- Non-Profit Organisations
- International Marketing
- Marketing Communications / Public Relations

- Brand Management
- Luxury Marketing
- Market/Marketing Research
- Business Consultancy
- Retailing (online/offline)

a) Visiting speakers have included:

- IBM Marketing Director on client and project management.
- SEO Executive, White.Net.
- PR Director and Senior Accounts Director, Freestyle Interactive Digital Agency.
- Chief Executive Officer (CEO), Purely Group
- Chief Executive Officer (CEO), Fat Face.
- Member of the Oxford Institute of Retail Management (OXIRM) at Said Business School, University of Oxford.
- Marketing Director at Fujitsu.

b) Work-based learning programme

Students work on real-life case studies and consulting projects as part of various modules. In addition, the modules below provide an opportunity to link theory to practice and develop specific work-based marketing skills.

BMGT-7028 Client Project

This module provides students with the opportunity to link theory to practice by analysing a real organisational issue from the inside. Students will be tasked with investigating a particular issue and providing a workable approach that can be substantiated. The 'issue' in question may be, for example, a problem that the organisation is currently encountering or their search for future strategic choices. It will provide students with a significant learning and personal development experience.

Students undertaking this module will be governed by the University's rules on confidentiality and ethics. In addition, (subject to discussion with the Programme Lead) students may also be required to agree and sign an organisation's confidentiality agreement.

MARK-7020 Marketing Practice

This module provides students with the opportunity of applying the conceptual knowledge and skills gained in their previous modules, while embedded in an organisational environment. Specifically, students are tasked with conducting an investigative project related to a specific marketing issue. Students hone their analytical and critical skills, while also developing practical skills needed for the job of marketer, such as exploring how needs are identified, how resources are allocated and used for the purpose of achieving marketing objectives, and how the success of marketing initiatives is defined and measured. Students will conduct their research while embedded in a professional environment, and, thus, will be able to observe, interact with, and solve problems alongside marketing professionals.