Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

BSc in Marketing, BSc in Marketing with a Year in Industry

Level of qualification

Please select:

Please indicate if the programme is offered with any year abroad / in industry variants	**Year in Industry** Please select Y/N	Yes
	Year Abroad Please select Y/N	No

Department(s):
Where more than one department is involved, indicate the lead department

Lead Department	The York Management School	
Other contributing Departments:		

Programme Leader

Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.

Alex Gillett

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

In order to succeed marketers have to consider the ever evolving needs of their customers, stakeholders and dynamics of the marketplace. The BSc in Marketing and BSc in Marketing with a Year in Industry have been developed by expert academic staff to provide you with a thorough understanding of marketing theories, interdisciplinary techniques and strategies relevant for a successful career in marketing in domestic and global settings. The programme also provides strong links with real companies and partnerships through which you will be able to develop core skills, experience and up-to-date knowledge of key marketing areas, including digital literacy and ethical aspects. Besides engaging with various companies through potential consulting projects and guest speakers, the programme also offers students the opportunity to have a placement year in industry. As a result of the programme content, the BSc in Marketing has Chartered Institute of Marketing (CIM) Graduate Gateway status.

Programme Learning Outcomes
Please provide six to eight statements of what a graduate of the programme can be expected to do.

Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Manage marketing projects effectively at both the individual and team level, in a wide range of marketing roles in business or organisational practices, as well as in postgraduate education
2	Identify, critically evaluate evidence and use best practices to develop socially-responsible and ethical decisions that inform strategies pertaining to marketing challenges.
3	Make informed decisions to solve complex marketing problems by integrating and analysing multiple data sources in an efficient manner.
4	Persuasively present findings on market data, recommendations and marketing strategies using a range of digital and social media.
5	Address marketing problems at a domestic and global level by using adequate data in the development and implementation of relevant strategies.
6	Critically evaluate and integrate management and marketing theory into decision making and recommendations in a variety of business settings.

Programme Learning Outcome for year in industry (where applicable)

For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

The same 6 PLO's as above plus the following: adapt different management situation and use commercial awareness developed during direct commercial experience to adjust and apply marketing theory and concepts to solve real-world marketing problems.

Programme Learning Outcome for year abroad programmes (where applicable)

For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

N/A

Explanation of the choice of Programme Learning Outcomes

Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

Overall, the PLOs capture the comprehensive marketing and international angle of the programme. The PLOs will challenge students to gain a comprehensive set of marketing skills that consider local and global challgenges. Moreover, the PLOs will challenge students to adopt new approches in the marketing domain from a research and digital perspective, while accounting also for ethically sound decisionmaking.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

By satisfying the PLOs, students will gain a solid foundation that prepares them for a variety of business and specifically marketing roles. This includes the necessary skills required by creative as well as more analytical marketing roles, as marketing careers encompass a potentially broad spectrum. Moreover, students will be able to include interdisciplinary methods and perspectives in their decision making.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

Students will further develop digital literacy and use technology in a variety of forms. First, students will interact with the module leader and with eachother through the VLE. Second, various projects (e.g. poster creation) will incorporate digital means such as design tools as well as social media to collect data and to share their projects to receive feedback from the module leader and peers. Third, in terms of research, students will be exposed to online secondary data sources (e.g., Mintel) and also learn how to design and run online surveys with the use of Qualtrics, thus enabling them to collect data for their research projects online. While a combination of digital and technological support systems will affect most PLOs, in particular PLOs 3 and 4 that focus on research and digital literacy are linked to this particular point.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employablity objectives should be informed by the University's Employability Strategy:
http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

By completing the programme students will be prepared with a broad set of skills necessary in today's marketplace. Students will have vast opportunities to apply their knowledge to solve complex marketing challenges. For instance, projects such as a marketing plan, a consultancy project, and the application of their knowledge in real world case studies will satisfy this criteria. Moreover, the BSc in Marketing has Chartered Institute of Marketing (CIM) Accreditation. Upon the passing of two specific modules and graduation students will be able to claim exemptions pertaining to a Level 4 Certificate in Professional Marketing granted by the CIM. Therefore, if students chose to pursue this additional qualification, they will be able to fast track towards an additional qualification that will enhance their employability prospects. Furthermore, in particular PLO 7 offers students an opportunity to engage in a placement year that will enhance their chances of employability.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

The personal tutor system will be used to refer students to specific offices depending on their need. Support can be provided in various areas by inviting staff from the relevant areas to talk to students during induction week, events and lectures: First, career support to support students with CV writing, interview skills, and placements. Second, writing support through the writing centre and CELT course. This type of continued support is especially important for students that non-native English speakers. Third, support from the library in order to make students aware of how to access the vast amount of resources available to them. Moreover, embedding employability skills within modules may provide us with greater opportunities to identify need.

vii) How is teaching informed and led by research in the department/ centre/ University?

All BSc in Marketing students undertake research based teaching as part of their core programme; in first year students will be introduced to inquiry based learning requiring secondary research in the context of a marketing plan in the Essentials of Marketing Communications. In second year these skills will be developed and students will undertake an independent, business focused inquiry as part of the Business Planning module in their second year of study. Students will also undertake an inquiry drawing on their ethical decision making and research skills to examine real world cases in their Ethical Marketing Module and Research and Analytics Module. In their final year of study students engage with the International Marketing and Cross-Cultural Marketing and Negotiation Modules to further foster their cultural awareness in marketing practice. Furthermore, they are offered the opportunity to select elective modules which draw on this approach either in an academic context in dissertation or in a more commercial context in the Business Consultancy module. All modules which are inquiry based are research oriented in that they introduce students to the research processes needed to support the inquiry undertaken.

Research led teaching starts in year one but increases significantly as students move toward graduation. The research led element of the programme facilitates the development of critical thinking skills which underpin professional scepticism. The following university research themes are incorporated into the programme as they apply in an overall business (first year) and particularly marketing context (2nd and 3rd year); environment sustainability and resilience, justice and equality and culture and communication. Students also have the opportunity to attend sessions run by experts from the school, external guest speakers, the wider university and beyond who are actively engaged in research in these areas.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	*understand the basic foundations of business and management practice from a variety of perspectives such as finance, accounting, management, and marketing; thus, enabling students to make simple business decisions that account for synergies between the various business areas.*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Manage basic marketing	Understand ethical foundations in business and management practice to provide basic arguments on relevant business challenges.	Make informed decisions to solve basic business and in particular marketing problems by integrating and analysing secondary data sources in an efficient manner.	Present initial findings on market data, basic recommendations and marketing strategies using some form of digital and social media.	Address marketing problems at a domestic level by using basic evidence in the development and implementation of relevant strategies.	Understand the role of basic management and marketing theory into decision making and recommendations in a variety of business settings.		

Stage 2

On progression from the second year (Stage 2), students will be able to:			*apply a broad set of marketing skills to make ethically sound and increasingly complex research led decisions with regard to variety of business and in parcticular marketing challenges.*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Manage increasingly co	Understand ethical challenges in marketing practice to provide increasingly critirical arguments on relevant marketing challenges.	Make informed decisions to solve increasingly complex business and, in particular, marketing problems by integrating and analysing primary and secondary data sources in an efficient manner.	Present increasingly comprehensive findings on market data, recommendations and marketing strategies using a range of digital and social media.	Address marketing problems at a domestic level and with basic global considerations by using a variety of data sources in the development and implementation of relevant strategies.	Evaluate and integrate increasingly complex management and marketing theory into decision making and recommendations in a variety of business settings.		
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			*apply a refined set of business and marketing skills to engage in critical analysis of complex marketing challenges arising in global as well as local settings.*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
YES	YES	YES	YES	YES	YES	YES	
Programme Structure							

BSc Marketing Programme Design Document 2017/2018

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10
20	MAN00018C	Essentials of Marketing and Communications		S								E	A																				
10	MAN00012C	Financial Accounting		S								E																					
20	MAN00021C	Foundations Business Ethics		S								E																					
20	MAN00011C	Quantitative methods												S									E		A								
10	MAN00013C	Management Accounting												S									E					A					
20	MAN00010C	Management and the Business Environment: Economic Theory and Practice												S									E										
20	MAN00001C	Behaviour in Organisations 1												S									E		A								

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Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	MAN00019I	Consumer Behaviour		S								E	A																				
20	MAN00022I	Marketing: Entrepreneurship and Innovation		S								E	A																				
20	MAN00023I	Research and Analytics in Marketing		S								E	A																				
20	MAN00001I	Business Planning											S										E	A	A	EA							
20	MAN00020I	Ethical Marketing											S										E	A									
		One optional Module (see list A)		S								E																					

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	MAN00029H	Cross Cultural Marketing and Negotiation		S								E	A																				
20	MAN00031H	International Marketing Strategy		S								E	A																				
20	MAN00019H	Business Consultancy Project											S										E				EA							
20		One Optional Module (List B)		S								S	A																				
		Two optional Modules (See list C)											S										E	A									

Stage 4

Credits	Code	Title	Autumn Term										Spring Term										Summer Term									
			1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	MAN00029H	Cross Cultural Marketing and Negotiation		S								E	A																				
20	MAN00031H	International Marketing Strategy		S								E	A																				
20	MAN00019H	Business Consultancy Project												S								E					EA						
20		One Optional Module (List B)		S								S	A																				
		Two optional Modules (See list C)												S								E				A							

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
Branding Strategies	Heritage Marketing and Management	Relationship Marketing					
Project and Operations Management	Marketing in the Context	Pricing, Value Chain and Logistics					
Strategic Management		E-Marketing					

Management of Human Resources										
Knowledge Information Systems										

Management and Admissions Information

This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS
A levels
AAB
AAA for Actuarial Science
IB Diploma Programme
35 points
36 points for NG31, NG32
BTEC Extended Diploma
DDD

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode					
				Face-to-face, campus-based		Distance learning		Other	
BSc Marketing (Hons)	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	
BSc Marketing (Hons) with a year in industry	4	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	

Language(s) of study

English.

Language(s) of assessment	
English.	

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions

Name of PSRB

Chartered Institute of Marketing	

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:		

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	Yes	If yes, what are the reasons for this exemption: The Management School has an existing 'Year in Industry' which has an assessment mechanism & placement criteria that are very similar to the Careers With Placement Year.

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students may transfer from the BA Business & Management, BSc Business & Management or BSc Accounting, Business Finance & Management programmes subject to Programme Leader approval.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		

Students may transfer onto the BA Business & Management programme subject to Programme Leader approval.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Date on which this programme information was updated:	
	17/02/2017
Please note: The information above 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 they take full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.	

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

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Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:
- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Programme Learning Outcomes

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Manage marketing projects effectively at both the individual and team level, in a wide range of marketing roles in business or organisational practices, as well as in postgraduate education.	Identify, critically evaluate evidence and use best practices to develop socially-responsible and ethical decisions that inform strategies pertaining to marketing challenges.	Make informed decisions to solve complex marketing problems by integrating and analysing multiple data sources in an efficient manner.	Persuasively present findings on market data, recommendations and marketing strategies using a range of digital and social media.	Address marketing problems at a domestic and global level by using adequate data in the development and implementation of relevant strategies.	Critically evaluate and integrate management and marketing theory into decision making and recommendations in a variety of business settings.	adapt different management situation and use commercial awareness developed during direct commercial experience to adjust and apply marketing theory and concepts to solve real-world marketing problems.	#REF!

Stage 1 — Essentials of Marketing and Communications

Progress towards PLO
- PLO3: Students use basic data sources (e.g., secondary data reports, online and offline materials search) to develop recommendations to simple marketing challenges.
- PLO4: Students are introduced to basic digital data sources (e.g. Mintel reports) and use digital means to develop materials summarizing initial findings on marketing challenges.
- PLO6: Students are introduced to core marketing theory and frameworks (e.g. SWOT) and develop proficiency in applying such frameworks to simple marketing challenges. Students use the frameworks and information gathered to develop simple strategic recommendations.

By working on (and if applicable, assessed through)
- PLO2: By working on a group exercise (poster formative) and individual marketing plan (summative) covering a variety of business scenarios.
- PLO3: By gathering basic information to develop a group poster (formative) and summative individual marketing plan, as well as a variety of case studies throughout the module.
- PLO4: By presenting their poster content in a formative assignment using a variety of digital (e.g. Powerpoint, Adobe, Photoshop) and paper sources.
- PLO6: By applying core marketing theory and frameworks in various case studies as well as the development of the summative marketing plan.

Stage 1 — Financial Accounting

Progress towards PLO
- PLO1: Students engage with the principles of financial accounting to understand simple financial information and how to interpret it at a basic level.
- PLO3: Students use financial statements to develop the skill of analysing basic financial information.

By working on (and if applicable, assessed through)
- PLO1: These skills are developed and tested by working in groups during seminars and a closed exam. The closed exam covers how to prepare financial statements, along with how to interpret the information at a basic level
- PLO3: These skills are developed by through engagement with seminar questions and questions in the closed exam.

Stage 1 — Foundations of Business Ethics

Progress towards PLO
- PLO2: The module will introduce students to the concept of business ethics by exposing them to the debate on whether moral issues, such as what is right and wrong, have a place in how business and management decisions, including marketing decisions, are reached. In so doing students will be introduced to basic claims, arguments, problems and solutions within contemporary ethical decisions (e.g. concepts of citizenship, corporate social responsibility and roles / responsibilities.). In addition, students will explore some basic ethical theories (.e.g. descriptive ethics – making ethical decisions in business). Through the examination of different case studies, students will then reflect upon the ethical consequences which different business strategies can have upon the marketing agenda in different organisational settings. The use of workbooks will help students build towards their formative and summative assessments through incremental tasks. These tasks will lead them in a range of academic activities from: effective note-taking to relevant note-making (Cornell method) when reading ethical literature. In addition, assessments will measure how effectively students apply the techniques involved in building appropriate essay structure; developing ethical argument; advanced Harvard referencing skills, all of which will assist students in articulating social and ethical situations, within a range of business areas, including marketing, at a national and international level, through ethical academic writing.
- PLO3: The module design works to support students in developing their skills of ethical academic writing. It seeks to do this by moving students from the building of a concise ethical argument, through to a more focused and informed analysis of ethical issues from the perspective of key management and ethical theories. In so doing students will develop more comprehensive abilities to interpret, synthesise and criticise ethical positions from literature, in order to make informed decisions (. e.g. how to manage business ethics; what are the appropriate tools and techniques required to manage business ethics; how to develop such tools and techniques).
- PLO6: As the module develops student will move from an understanding of business ethics to a contextualisation of business ethics in a range of national and international settings. As such, students will be required to consider the expanse of personal and ethical dilemmas marketing professionals can face therein. Students will progress by increasing their ability to evaluate, prioritise and eventually choose a range of ethical options in a given business situation, whilst considering the consequences for managerial functions, including marketing.

By working on (and if applicable, assessed through)
- PLO2: Students will search for and engage with key articles in the field of business ethics which will be closely examined in lectures. Through seminars, students will then learn and discern the key tenants within ethical business literature, from a range of management perspectives including marketing; moving through the seminar series they will also explore how to reflect and distil the primary arguments within contemporary business ethics. From there students will be able to a) identify the most appropriate information needed to develop argument within their various assessments and b) develop the art of diligent study strategies to ensure effective completion of assessments.
- PLO3: Through lectures, students will be supported in deciphering when to challenge or uphold the business and management approaches, and the resulting ethical issues, in a range of case studies. In turn, seminars will be used to enhance students' critical writing with a view to diagnosing and evaluating e.g. the role of corporate social responsibility, policies and business ethics in modern organisations. The use of workbooks will continue to help students build towards their formative and summative assessments through incremental tasks. These tasks will increase gradually in difficulty as the module progresses, in order to support students in how they identify assumptions and evaluate statements in terms of written evidence.
- PLO6: Students will be required to analyse a range of business information (including marketing information) and economic contexts across a series of ethical case studies. In addition, they will present a range of recommendations on how business ethics can support shareholders; employees; consumers; suppliers etc. from a range of managerial perspectives including marketing. Students will also need to study appropriate information, in order to demonstrate their appreciation of how individual scholarly activity and in-class collaboration are symbiotic in the pursuit of ethically focused academic study (.i.e. study which adheres to required academic conventions). In order to sustain a quality ethical debate, within a business and marketing management context, students need to evidence some wider reading among the extant literature while demonstrating their confidence and understanding of recommended readings.

Stage 1 — Quantitative Methods

Progress towards PLO
- PLO3: The backbone of the module is statistical hypothesis testing in a variety of basic situations. We assess numerical information and the scenario before stating and analysing hypotheses.
- PLO4: We think a little about relevant information and how to simplify and summarise information in a sensible fashion. We also cover graphical presentation of data, the styles of charts and how they highlight different properties and types of data. This is covered by formative questions criticising existing graphs, as well as thinking of appropriate chart types for certain scenarios; this is also put into practice in computer practical sessions.

By working on (and if applicable, assessed through)
- PLO3: This is achieved through formative questions each week on each new topic, and assessed through exam, by asking students to decide on the appropriate statistical test to use and make conclusions based on that.
- PLO4: This is assessed similarly, in an exam, asking the students which graph types are suitable and why, or to criticise and interpret existing graphical presentations of data.

Stage 1 — Behaviour in Organisations 1

Progress towards PLO
- PLO1: Students engage with the principles of organisational theories to understand simple organisational challenges and how to interpret it at a basic level.
- PLO6: The teaching in the module is taught through a wide contextual array of material, which deals with the social, political, and ethical nature of basic management, while applying a variety of basic organisational theories.

By working on (and if applicable, assessed through)
- PLO1: In the BIO module, students have 4 formative presentations during seminar time. Students work in groups and meet up one week to work on the presentation as a group, and the next week, they present their work in the seminar. This is also supported by peer to peer feedback
- PLO6: Students are required to complete written work (summative) that requires them to apply theoretical knowledge, to organisational examples, and thus draw links to the relationship between the two.

Stage 1 — Management Accounting

Progress towards PLO
- PLO1: Students will engage with and learn basic accounting techniques including budgeting and investment appraisal techniques in lectures and work through problems in their own study time prior to seminars. Students will discuss and practice the application of techniques to problem based scenarios in seminars with their peers and a tutor
- PLO3: Students will engage with and learn basic accounting techniques including budgeting and investment appraisal techniques in lectures and work through problems in their own study time prior to seminars. Students will discuss and practice the application of techniques to problem based scenarios in seminars with their peers and a tutor

By working on (and if applicable, assessed through)
- PLO1: Students will be offered the opportunity to reflect on their progress for the week and to identify the actions they need to take to develop their learning further, problem-solving exam - requires students to support decision-making by applying basic management accounting techniques to specified problems.
- PLO3: Students will be offered the opportunity to reflect on their progress for the week and to identify the actions they need to take to develop their learning further, problem-solving exam - requires students to support decision-making by applying basic management accounting techniques to specified problems.

Stage 1 — Management and the Business Environment: Economic Theory and Practice

Progress towards PLO
- PLO6: The course includes direct reference to a variety of basic economic models and theories and explains how they are the basis of the business models that they will encounter throughout the rest of their studies.

By working on (and if applicable, assessed through)
- PLO6: In seminars students apply the models to economic analysis of cases, and in the end of course summative assessment they are required to identify and correctly implement appropriate models and relate them to actual business situations.

Stage 2 — Consumer Behaviour

Progress towards PLO
- PLO1: Students engage with basic individual and group oriented projects to address simple marketing challenges.
- PLO3: Students use more advanced data sources (e.g., primary and secondary data reports) to develop recommendations to increasingly complex marketing challenges.
- PLO6: Students apply marketing theory and frameworks (e.g. SWOT, BCM) and develop proficiency in applying such frameworks to increasingly complex marketing challenges. Students use more advanced data (e.g. primary data) and frameworks to develop specific strategic recommendations.

By working on (and if applicable, assessed through)
- PLO2: By working on group presentations (formative assessment) as well as individual cases.
- PLO3: By gathering and engaging with more advanced information (data) to develop a group presentation (formative), as well as a variety of case studies throughout the module.
- PLO6: By applying more advanced marketing theory and frameworks in various case studies and formative assignment, as problem based exercises in the summative assessment.

Stage 2

Progress towards PLO
- PLO1: Students engage with more comprehensive individual and group oriented projects to address increasingly complex marketing challenges in entrepreneurial environments
- PLO3: Students engage with more comprehensive data sources (e.g., primary research plus secondary data reports) to develop recommendations to increasingly complex business and marketing challenges in an entrepreneurial setting.
- PLO4: Students are introduced in more advanced presentations of their insights gathered for an entrepreneurial venture, research findings and recommendations with the use of a variety of digital and social media.
- PLO6: More advanced marketing management and entrepreneurial theory will be an taught in this course, as all tasks and decision making simulations will relate to increasingly complex marketing strategy and management, within the context of entrepreneurial ventures.

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Stage	Module						
Stage 2	Marketing, Entrepreneurship and Innovation	By working on (and if applicable, assessed through)	By working on group presentations (i.e., formative group case study) as well as individual cases. Furthermore, by being assesse on an entrepreneurial case study scenario with a marketing angle (open summative assessment).	By gathering and engaging with more advanced information (e.g. quant and qual. data) to develop a innovative marketing strategies for a produce or service (formative) and summative entrepreneurial case based scenario, as well as a variety of case studies throughout the module.	By gathering and engaging with more advanced digital and social media to gather data and to create presentations of higher quality (formative marketing strategies summary) and summative individual marketing research plan, as well as a variety of case studies throughout the module. Moreover, students will be able to propose a sample digital promotion strategy in their formative.		By integrating more advanced marketing and entrepreneurial theory into various case studies and a summative open assessment on an entrepreneurial case study scenario.
Stage 2		Progress towards PLO	Students engage with more comprehensive individual and group oriented projects to address increasingly complex marketing challenges.	Students use more advanced data sources (e.g., primary research plus secondary data reports) to develop recommendations to increasingly complex marketing challenges.	Students engage in more advanced presentations of their data, research findings and recommendations with the use of a variety of digital and social media.		Students apply marketing theory and frameworks (e.g. SWOT, BCM) and develop proficiency in applying such frameworks to increasingly complex marketing challenges. Students use more advanced data and frameworks to develop specific strategic recommendations.
Stage 2	Research and Analytics in Marketing	By working on (and if applicable, assessed through)	By working on group presentations (i.e., formative group case study) as well as individual cases. Furthermore, by developing an individual marketing research plan (summative assessment).	By gathering and engaging with more advanced information (data) to develop a group poster (formative) and summative individual marketing research plan, as well as a variety of case studies throughout the module.	By gathering and engaging with more advanced digital and social media to gather data and to create presentations of higher quality (formative group poster) and summative individual marketing research plan, as well as a variety of case studies throughout the module.		By developing a market research plan that includes various theoretical frameworks and use the insights gained to make marketing relevant decisions.
Stage 2	Business Planning	Progress towards PLO	Students engage with more advanced individual and group projects to develop and present a business plan.	Students work in teams to acquire, critically assess and organise information from a wide range of sources (e.g. data reports, academic articles, online and offline materials, primary research etc.) to inform strategy, project management and decision making.	Students engage in more advanced presentations of their data and recommendations with the use of a variety of digital and social media.		This course brings together the knowledge students have gained over a variety of preceding courses – the strength lies in the collective knowledge of the group, not just the individual student. In addition, the lecture series and course textbook takes students through the key theories of each business discipline including core marketing theory and frameworks including PESTE, SWOT and other analytical tools. Students are required to build on their prior learning of management theory and frameworks and the new more advanced concepts of new venture creation and apply them in order to develop a business plan.
Stage 2		By working on (and if applicable, assessed through)	Their team and project management skills will be developed and assessed by working in a multifunctional team throughout the term to propose, develop and present a business plan that incorporates addressing complex marketing challenges. The business plan requires them to apply key aspects of new venture creation and development, including: deciding upon a business idea, doing primary and secondary market research to develop a 'value proposition' for an identified customer segment, and refining a 'business model' to deliver the value proposition to customers, including a tactical marketing plan.	By pursuing projects which are assessed formatively and also summatively via group presentations and report.	Their skills will be developed and assessed by collecting and critically applying the information to develop the business plan. The plan and supporting research cover all aspects of their business, not just the market but also operational factors including location, supply chain and so on. Students are required to integrate their findings in the form of a coherent business plan that balances market opportunity with operational realities.	Their skills are developed and assessed through the written work (reflective statement and business plan). The summative assessment also requires students to deliver a group presentation on their business proposal, building from evidence from research to an argument for why their particular business proposition is worth supporting. This often uses Powerpoint but may also use Prezi or other formats. Students can also if they wish bring supporting material such as handouts, mock-ups of leaflets, and even product samples. Each member of the team will present one/or more elements of the business plan in front of a panel.		
Stage 2	Ethical Marketing	Progress towards PLO		Students will be engaged with increasingly complex ethical scenarios considering a variety of business and marketing challenges.		By proposing in their business plans new ventures that include a proposed soolution to an ethical or environmental 'problem'. Students will be engage with increasingly complex ethical marketing challenges at a domestic and global level. They will apply ethical theories to develop socially responsible recommendations.	Through seminar work and assessments students analyse and prepare solutions to an increasingly complex set of business problems. Students are encouraged to think critically in selecting appropriate frameworks for their analysis and to justify their selection by reference to specific academic sources. Students are introduced to specific ethical marketing theory and more advanced frameworks and develop further proficiency in applying such frameworks too increasingly complex marketing challenges. Students use the frameworks and information gathered to develop more advanced strategic recommendations.
Stage 2		By working on (and if applicable, assessed through)		In both summative and formative assessments students are required to analyse increasingly complex organisational and contextual evidence using ethical theories to make ethical decisions to inform organisational strategy.		Both summative and formative case studies operate in the global environment and therefore strategic recommendations will need to be made to reflect increasingly complex cultural and international differences.	Their skills will be developed and assessed by applying ethical marketing theory and frameworks in various formative case studies as well as the development of the summative ethical analysis and associated marketing recommendations.
Stage 2	Branding Strategies	Progress towards PLO	Students will critically engage in individual and group oriented projects to address comprehensive branding challenges.	Students use a wide range of data sources (e.g., secondary data reports, online and offline information sources) to develop recommendations to comprehensive branding challenges.	Students will critically engage with a wide range digital data sources (e.g. Mintel reports) and use non-digital and digital means (such as Prezi presentations) to develop comprehensive materials to present findings on branding challenges.	Students will critically engage with how to approach branding problems at the domestic and global level using a wide range of data to develop relevant and comprehensive strategies of implementable quality.	Students will become versed in critically assessing branding theory and frameworks (e.g. CBBE framework) and develop proficiency in applying such frameworks to complex branding challenges. Students will critically apply the frameworks and information gathered to develop comprehensive brand strategic recommendations.
Stage 2		By working on (and if applicable, assessed through)	Their skills will be developed and assessed by working on a group exercise (branding poster, formative) and closed exam questions tapping into the student's critical ability apply branding theory to a variety of concrete challenges.		Their skills will be developed and assessed in the group exercise (branding poster, formative) and summative exam questions.	Their skills will be developed and assessed as they deliver – and receive feedback on – their branding poster (groupwork, formative).	Their skills will be developed and assessed as they deliver – and receive feedback on – their branding poster (groupwork, formative) – as well as by addressing the question presented to them in the summative assessment, which will relate to branding challenges at both the domestic and global level.	Their skills will be developed and assessed by applying core branding theory and frameworks in various case studies and practical exercises throughout the term as well as in the development of solutions to the branding problems presented in the formative group poster and the summative exam.
Stage 2	Project and Operations Management	Progress towards PLO	Students are able to analyse operations data using more advanced qualitative and quantitative techniques in order to propose suitable recommendations to managers.				Students adapt relevant operations theories learnt in the module to inform their decision making towards operational management challenges
Stage 2		By working on (and if applicable, assessed through)	These skills are developed through the practical sessions in their workshops where formative feedback is provided by the tutors.				These skills are assessed through a specific case study in their summative assessment, in which they also evaluate the impact of their recommendations to managers.
Stage 2	Strategic Management	Progress towards PLO		A major component of strategic management is the teaching of ethical issues as well as thinking about the social impact of strategy. So we introduce ideas of stakeholder management and stewardship in corporate governance as well as encouraging students to reflect upon the militaristic overtures of strategic management.		Throughout the module students are taught to think strategically – and to develop more advanced thinking skills. Strategy is an integrative discipline that and helps students to consolidate the learning they have done in year 1 and to learn how to fit it together, which can prepare students to think holistically in domestic and global scenarios about the marketing learning they do in their degree.	Strategic management introduces students to a number of interlocking theories and frameworks and their use as rationalising constructs.
Stage 2		By working on (and if applicable, assessed through)		This is workshoped by students in seminars who will look at cases involving stakeholder management and stakeholder mapping. We then expect them to demonstrate an awareness of these issues in their exam answers.		In case studies and seminars students will take data assigned to them by the module team and use it to understand the strategic implications of an organisation's situation and think about what steps it might make to move forward. Students are also expected to demonstrate these abilities in the final exam.	Students will learn through lectures and seminars how to apply these frameworks and will workshop this for themselves. They will learn also how to take strategic management approaches to the analysis of cases and how to analyse and make strategy for themselves. This is introduced in the case studies during the module and assessed in the final exam.
Stage 2	Management of Human Resources	Progress towards PLO		the module does feed into this programme outcome as key skills developed in the MHR module revolve around developing a more advanced understanding of core material and for students to go beyond description in their essay writing and go on to critically evaluate source material that has been deemed relevant to the topic of study	this module maps on to this programme outcome as HR managers need to make informed decisions when dealing with complex personnel issues and often in a limited amount of time with a limited amount of information.			Throughout the MHR module, students are introduced to more advanced information relating to theories of business and management, for example, motivation theory. In this year 2 module, students are encouraged not only to learn the material but also to be analytical of the information they find and critically evaluate it in relation to other, possibly contradictory, theories or literature, and also in relation to real life experiences or organisational outcomes.
Stage 2		By working on (and if applicable, assessed through)		Building on the UCB module, this module has one formative and two summative assignments to enhance essay writing skills and help students understand what is considered 'good' or socially appropriate material in terms of their essays, where to find this material and how this material should be presented to produce a convincing and coherent argument.	The MHR module helps students to identify the range of sources that can be drawn on to build a strong evidence base from which to inform their formative and summative essays, but also to give them an indication of how decision making is informed in the real world drawing on a number of different types of data. Informal group discussions in the seminars that complement the lectures can lead to valuable discussions around such issues for students to understand management of human resources in the 'real world'.			Recommendations are not necessarily asked for in the assignments but an advanced understanding of the course material to allow critical analysis to occur and to inform how arguments are constructed is a key part of the learning for this module.
Stage 2	Knowledge Information Systems	Progress towards PLO		Students learn how organisations use and generate knowledge and how that knowledge can be the used to inform basic strategies.	Students learn how to integrate and analyse basic data (mainly qualitative) from a wide range of sources, they then learn how this data can be processed into information which can then help inform basic decisions.		Students learn how ideas on how knowledge is created, stored, and managed within organisations, including some aspects of knowledge theory. They also learn the basics about the knowledge economy, and learning organisations.
Stage 2		By working on (and if applicable, assessed through)		They produce an individual summative essay on a case study of how knowledge management and knowledge theory was implement in an organisation. Students also reflect on their own knowledge management practice.	This is supported by a formative assignment where students critically evaluate a journal paper on knowledge management.		This is assessed in the summative essay for the module where student evaluate how an organisation implemented and made use of knowledge management and knowledge theory.
Stage 3	Cross Cultural Marketing and Negotiation	Progress towards PLO	Students engage with individual and group oriented projects to solve complex marketing and business negotiation challenges.			Students solve complex marketing problems at a domestic and global level by using and critically analysing various data sources in the development and implementation of relevant strategies.	Students are introduced to advanced marketing theory and frameworks and critically synthesize information to apply such frameworks to domestic and global marketing challenges.
Stage 3		By working on (and if applicable, assessed through)	By working on a group presentation (formative) as well as a group presentation and open exam (summative) addressing a variety of complex cross-cultural marketing scenarios.			By engaging in classroom exercises (e.g. case studies), group presentation (formative) as well as a group presentation and open exam (summative) to address a variety of complex cross-cultural marketing scenarios.	By applying advanced marketing theory and frameworks in various cross-cultural case studies, group presentations (formative and summative) as well as on open exam considering complex cross-cultural marketing challenges.
Stage 3		Progress towards PLO	Students will be able to work on more advanced individual projects and complex real life marketing situations, within a global context and a wide range of industries.	Students will be exposed to multinational corporations and other companies with international activity that are currently making great efforts to integrate socially responsible and ethical principles into their marketing strategies, taking into account the different cultures and values across markets.	Students are expected to critically analyse and synthesise various data sources in the most efficient manner, in order to solve marketing problems in a global and uncertain context.	Students will be apply a variety of digital media to critically analyse international marketing challenges and present their findings supported by tools that enhance the exposure of insights.	Students will be apply advanced international marketing theory to a variety of scenarios where companies face complex marketing challenges at a domestic and global level.

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Stage	Module							
	International Marketing Strategy	By working on (and if applicable, assessed through)	Their skills will be developed and enhanced by working on both a formative and final assessments, based on real life cases, which will cover different topics within advanced international marketing strategy.	These topics of corporate social responsibility and ethics will be addressed in several complex cases s as part of the opportunities and challenges that multinational corporations deal with when designing their international marketing strategies.	Both the formative and the summative assessments, and also some of the tasks covered in the seminars will involve gathering multiple international and comparable data sources in a restricted time period.	As part of their tasks and informal group work in the seminars, students will be encouraged to use a variety of media including, Powerpoint and flip charts, to present their arguments. Additionally as part of the discussion, during lectures and seminars, students will be asked to vote, using Responseware, in order to stimulate discussion on key topics.	By engaging with complex case studies and tasks, discussed in the seminars, and also evidence provided during the lectures that will include a wide range of international cases covering all continents of the world. Students are expected to show critical awareness of key differences that need to be considered when developing and implementing marketing strategies across different markets (formative and summative).	
Stage 3		Progress towards PLO	Students will be required to work individual and group projects to develop in a critical awareness of different pricing, channel and value chain challenges.		Students will use a range of data sources to create a critical awareness of the changing nature of value due to new approaches in network constellations and changes in the dominant logic of marketing. A critical understanding of the role of logistics in channel strategy including; inventory control, transportation, material handling and order processing will be required.		Students need to apply strategic recommendation to reflect the complex nature of pricing and logistics decision in the international business environment.	Students are engaged with different theories specifically focused on approaches to pricing, logistics and global value chain approaches. They will develop techniques to be able to apply pricing and logistical concepts to a range of pricing and channel strategy challenges.
Stage 3	Pricing, Value Chain and Logistics	By working on (and if applicable, assessed through)	by working on both individual and group orientated formative and summative assessment scenarios.		Students will use a range of data sources in their assessments (both formative and summative) from both academic and industry data to develop critical awareness of different economic approaches to pricing (full cost and direct cost pricing		Both summative and formative case study organisations operate in the global environment	By integrating pricing marketing theory into various comprehensive case studies and a final summative consulting report.
Stage 3		Progress towards PLO	Students will critically engage in individual and group oriented projects to address comprehensive e-marketing challenges.		Students will engage with increasingly complex data sources in a digital marketing context.		Students will engage with increasing advanced digital presentation tools.	Studies will be exposed to increasingly complex digital marketing theories.
Stage 3	E-Marketing	By working on (and if applicable, assessed through)	Their skills will be developed and assessed by working on a group exercise (digital marketing campaign presentation, formative) and practical e-marketing exercise (open examination, summative) covering a variety of e-marketing challenges.		By using a variety of data sources to develop a digital marketing campaign.		By designing a digital marketing campaign and present the ideas through the use of digital tools and social media.	By integrating marketing theory into various case studies and a digital marketing campaign report (formative).
Stage 3		Progress towards PLO			Students work independently and in teams to acquire, critically assess and organise information from a wide range of sources (e.g. data reports, academic articles, online and offline materials, primary research etc.) to inform strategy, project management and decision making.		Students engage with the complex new developments in marketing brought by the increased focus on relationships and services in domestic and global markets. Students apply critical to arguments for a long term focus in business and the move from transactions to relationships in both for-profit and not-for-profit sectors.	Students are introduced to advanced concepts and frameworks of relationship marketing (e.g. service-dominant logic vs goods-dominant logic; stakeholder management etc.) and develop proficiency in applying them to complex marketing challenges. Students use these theories and tools to analyse marketing problems and develop strategic recommendations.
Stage 3	Relationship Marketing	By working on (and if applicable, assessed through)			Their skills will be developed and assessed by collecting and critically applying the information to develop a marketing report for the summative assessment.	By presenting a group poster and making use of digital tools in the creation process.	Their skills will be developed and assessed by collecting and critically applying information to develop a group poster and a marketing report.	Their skills will be further developed and assessed by applying relationship marketing theory and frameworks in various complex case studies as well as the development of the summative marketing report.
Stage 3		Progress towards PLO	Students engage with advanced individual and group oriented projects to address complex real world business and marketing challenges.		Students use a variety of data sources (e.g., primary data and secondary data) to evaluate and develop recommendations to complex marketing challenges.			Students apply marketing theory and frameworks (e.g. SWOT, Ansoff) and to complex real world marketing challenges. Students use the frameworks and information gathered to critically evaluate alternative to develop strategic recommendations.
Stage 3	Business Consultancy Project	By working on (and if applicable, assessed through)	By engaging in a group project students use a time budget within a given time frame to apply analysis techniques from this and other modules. Most analysis is within the group work and they reflect on the appropriateness of their approach individually afterwards.		By selecting and applying appropriate analysis methods suitable for their situation, initially as a group and then later individually. Students must consider the robustness of the outcome of the analysis in forming their recommendations (summative assessment).			By maintaining a learning diary and use this as core evidence for individual reflection they submit. The critique is both technically on what analysis was carried out as well as how the analysis was carried out within the team 'business setting'.
Stage 3		Progress towards PLO	Students engage and critically evaluate a wide range of complex cases pertaining to creative industries, such as film, theatre and TV, sport and publishing.		Students are expected to critically analyse and synthesise those sources in the most efficient manner, in order to solve marketing problems in the context of the creative industries.	Students will be apply a variety of digital media to critically analyse marketing challenges in the creative industries sector and present their findings supported by tools that enhance the exposure of insights.		Students will engage with advanced Management and marketing theory, as all tasks and decision making simulations will relate to marketing strategy and management, applied to complex businesses in the creative industries.
Stage 3	Marketing in Context	By working on (and if applicable, assessed through)	Students will be able to manage their marketing projects effectively by working on innovative group projects as part of their formative assessments and also on individual projects looking at real life cases in the context of the creative industries.		Both the formative and the summative assessments, and also some of the tasks covered in the seminars will involve gathering multiple data sources in a restricted time period.	As part of their seminar tasks and formative group work, students will be encouraged to use a variety of media including, Powerpoint and flip charts, to present their arguments and justify their decisions. Additionally as part of the discussion, during lectures and seminars, students will be asked to vote, using Responseware, in order to stimulate discussion on key topics.		By applying advanced marketing theory and frameworks in various case studies in the creative industries, group presentations (formative and summative) as well as on open exam considering complex marketing challenges in the creative industries (e.g. open summative exam).
Stage 3		Progress towards PLO	Students will be able to work on advanced interdisciplinary individual and group projects and real life situations, within the context of heritage and heritage-like industries, on a local and global scale.		Students are expected to analyse and critically synthesise advanced and varied sources in the most efficient manner, in order to solve complex marketing problems in the context of heritage marketing management.		Students explore and research specific cases studies where more advanced critical analysis of issues facing heritage organisations are developed, drawing from both UK and international contexts through related tasks, lecture evidence and discussion in seminars.	Marketing management theory will be an underlying requirement for this course, as all tasks and decision-making simulations will relate to marketing strategy and management, within the context of heritage. Students will critically apply their knowledge of marketing management theory to increasingly complex marketing decision contexts .
	Heritage Marketing and Management	By working on (and if applicable, assessed through)	Their skills will be developed and analysed critically by working on both a formative group presentation, and final report, where they focus on real life cases.		Both the formative and the summative assessments, and also some of the tasks covered in the seminars will involve gathering multiple data sources in a restricted time period		International and UK cases, provide opportunities for increasingly complex comparative analysis. These will be particularly relevant for strategic development and decision-making.	By offering recommendations through e.g. presentations (formative assessment) with more advanced analysis and recommendations culminating in the production of an assessed (formative) written report.