



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc International Marketing and Business Strategies
Name of interim award(s):	Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip)
Duration of study / period of registration:	1 year
Queen Mary programme code(s):	PSIMB/N1C1
QAA Benchmark Group:	Business and Management
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

The programme takes into account both the contextual challenges of International marketing as a praxis and co-locates it with the International business environment with an emphasis on 'strategy'. In so doing, it discerns the challenges posed by the connectedness of the global economy, in which marketing as a sector requires a broader understanding of the changing aspects of business dynamics and in specific terms organizational emphasis on business strategies as a mode of planning, decision making and as a set of interventions that organization make. The programme is designed to cater to the specific demands of International marketing and constructs its USP through the integration of business strategy and hence provides a broader base of theoretical, conceptual, empirical, and practical considerations whilst catering to the particularized demands of marketing and related sectors in terms of strategic decision making. It emphasizes global and SDGs issues particularly sustainability and CSR dimensions of the marketing as envisaged through a dynamic and changing international marketplace. The range of topics will prepare students to anticipate the conceptual, methodological, and practical challenges in the international business environment whilst keeping the emphasis on international marketing as a dynamic sector evolving through the demands in cross-cultural contexts and interdisciplinary paradigms.

The programme fills a gap in the existing School of Business Management MSc portfolio by providing students an opportunity to study marketing from an international context combining the business paradigm of 'strategy' as a conceptual and practical

aspect of a competitive global environment. The course has been specifically designed to expose students to the relational nature of marketing with the business environment in constituting the dynamics of the 'marketplace'. This includes learning about how strategic marketing planning and communications can aid the success of international organizations.

Aims of the programme

The MSc International Marketing and Business Strategies provides students with the opportunity to develop a critical understanding of international marketing, management, and business concepts that drive organisational growth, decision making, and strategic interventions, particularly within the competitive global economy. The strength of this programme is on the meta paradigms of enquiry examining the relationship between business dynamics and marketing within international, interdisciplinary, and cross-cultural dimensions whilst retaining the underpinning focus of international marketing. The course will cover key concepts in international marketing management and international business strategies, providing theoretical, empirical, methodological, and practical insights to equip students with the challenges, strategies, and tactics used in international marketing and the implications these can have within diverse cultural contexts. Relevant areas of study include strategic marketing, strategic management, entrepreneurship, research methods for marketing as well as issues of sustainability marketing, ethics and CSR.

This programme of study will enable students to: plan and conduct market research informed by the literature on marketing, international management, and strategy as a conceptual and practical domain, and critically appraise marketing insights from the literature and qualitative and quantitative data. Through participation in class, exercises, and assessments, students will develop the skills to present analyses and recommendations of marketing practices and strategies in oral and written communications. Students will apply the above in a variety of project- and problem-based activities involving independent study as well as interactive group activities.

The programme is suitable for students who want to think strategically about the relationship between marketing, and management and those seeking roles in SMEs and management consulting, and in marketing-led organisations with international operations or international growth ambitions. The current programmes in the School of Business and Management enable students to study marketing or international business, but do not help students who hope to develop careers in international marketing-led organisations, in SMEs, or in management consultancy work focusing on business growth. This programme addresses that gap.

This programme aims to:

- 1) offer access to a graduate degree for students with different academic backgrounds that include social sciences and humanities but not exclusively in order to meet a diversity of student aspirations.
- 2) provide a highly professional degree that offers students advanced knowledge in the field of International Marketing and Management, specifically business strategy.
- 3) develop critical thinking and analytical skills to evaluate, assess and apply critical and practical concepts to the fields of international marketing and strategic management.
- 4) develop interdisciplinary skills and cross-cultural paradigms in the area of management and international marketing
- 5) enhance professional skills of how to transfer knowledge into the specific business processes in the evolving ecosystems.
- 6) motivate students to continue their personal development of transferable skills.
- 7) to enhance students' employability skills.

What will you be expected to achieve?

Students who successfully complete the programme will be able to:

- 1) Engage with the challenges of international International marketing and its relationality to business and organizations.
- 2) Engage with Marketing and business solutions and interventions through real world case studies.
- 3) Critically examine the international marketing challenges of an interconnected global economy.
- 3) Understand the conceptual and ethical issues confronting the international marketplace.
- 4) Conduct independent analytical research on international marketing and strategic interventions
- 5) Enhance skills to present analytical research and practical recommendations

6) Advance qualitative and quantitative communication skills.

Academic Content:

A 1	Critically understand the conceptual dynamics between management and marketing concepts
A 2	Develop insights into international marketing from cross-cultural paradigms
A 3	Critique the limitations of marketing approaches informed through critical readings of literature
A 4	Advance qualitative and quantitative research skills
A 5	Critical engagement with management strategy as a conceptual and practical context of study
A 6	Engaging with notions of business innovation, entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual capital

Disciplinary Skills - able to:

B 1	Integrate cross-disciplinary contexts in the analyses of management and marketing concepts
B 2	Apply the principles of international marketing to practical contexts
B 3	Examine the ethical issues of international marketing and business environments
B 4	Apply conceptual and practical strategic interventions to the global marketplace
B 5	Engaging with supervision on independent research project and further developing the area under scrutiny
B 6	Assembling resonant theories from the fields of marketing as well as business and management to address real world issues.
B 7	Establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems

Attributes:

C 1	Be able to independently research on a chosen area of research
C 2	Develop effective communication skills and marketing strategies with case scenarios
C 3	Be able to work collaboratively in a team
C 4	Present and pitch ideas in an interactive context

C 5	Making ethical interventions in platforms of engagement informed through relevant literature
C 6	Development of lifelong learning skills, including engendering an enthusiasm for business and continuing personal and professional development

How will you learn?

The teaching team is comprised of Teaching and Research (T&) and Teaching & Scholarship staff, complemented where relevant by visiting lecturers with professional industry expertise to combine professional knowledge and professional experience into the praxis of the international marketplace and marketing sectors such as communications, advertising, Public Relations, etc. Students will therefore benefit from this mix of expertise accruing from research, scholarship, and industry insights.

Teaching:

Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus, and an indication of primary reading. This information will be available online on the school's online teaching portal (i.e. QMplus).

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasize the dissemination of information, explain the core/key concepts adhering to the structure of the module outline, determine the focus and sequence, and set out the pace of learning. The pacing and sequencing correspond to the duration of the semester. The resonance of topics between different module are meant to be reiterative in terms of emphasizing core/key ideas. Seminars/classes make for more agile, in-depth discussions drawing from the broader focus of the lectures and are often designed to be interactive and participatory in terms of the learning experience by facilitating discussions, problem solving, group work, group activities case studies and presentations (where relevant in accordance with the aims and objectives as well as learning outcomes of each module).

To achieve the learning outcomes of the programme the following pedagogical forms of teaching are to be deployed within a blended learning environment. These include Inclusive approaches which seek to decolonize and critique normative paradigms of thought. Other modes of learning include inquiry-based learning, application of ideas, deconstruction, as well as collaborative and reflexive ontologies. These forms are to be deployed through a large scale of varied teaching and learning activities that include the standard lectures that will be accompanied by small group seminars, one-to-one tutorials, expert lectures, group work, independent studies, research projects, and team group learning.

The learning outcomes - academic content A1-A6- will be achieved through lectures, tutorials, and research projects.

The learning outcomes - disciplinary skills B1- B8 - will be achieved through a series of lectures, case studies, tutorials, sessions, private studies, and group exercises.

The learning outcomes- attributes C1-C6 - will be achieved through lectures, guest lectures, tutorials, research projects, one-to-one tutorials, group supervision, and independent development of an idea and its execution through research and the collection of empirical data (where relevant).

The variety of the proposed learning approaches will be underpinned by the elements of the fundamental pedagogical approaches as outlined above and will enhance the quality of the student experience. It is necessary to underscore the fact that knowledge construction and interdisciplinary skills are achieved through the designed structure of the programme that uses three teaching terms.

How will you be assessed?

The learning outcomes that include academic content and disciplinary skills are assessed in each module through the following assessments: coursework, essays, projects, presentations, and exams. But there is considerable variation across modules, and some are wholly examined by coursework. The assessment methods are carefully designed for each module and there are the required variations of the used assessment methods to fully capture the essence of the specific modules and the specific learning outcomes. Timely and detailed feedback provided to students must be an integral part of the assessment process. Clear guidance on coursework requirements is given emphasizing approaches to the coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and the determination of overall results.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two-day induction session for the cohort entering that year. This covers Compulsive and Elective Modules in each Programme; Choice of Electives; the Documentation Students must Complete; Exams; Coursework and Assessment; the Student Handbook; Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

The programme is full-time and delivered across 3 semesters in 1 academic year, with 4 modules in semester 1, 4 modules in semester 2, and the Dissertation project being delivered in semesters 2 & 3.

Semester 1:

Theoretical and Compulsory:

- Introduction to Marketing Management (BUSM137)
- Strategic Management (BUSM086)
- Relationship and Network Marketing (BUSM096)
- Global Marketing and Communications (BUSM206)

Semester 2:

Compulsory:

- Research Methods for Marketing (BUSM098)
- Sustainability Marketing, Ethics, and CSR (BUSM214)
- Strategic Marketing (BUSM208)

Electives (Choice of one module)

- Entrepreneurship (BUSM134)
- Services Management (BUSM183)
- Social and Political Marketing (BUSM095)
- Social Marketing for Social Justice (BUSM213)

Semesters 2 & 3: Core

- Dissertation for Marketing (BUSM106)

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Marketing Management	BUSM137	15	7	Compulsory	1	Semester 1
Strategic Management	BUSM086	15	7	Compulsory	1	Semester 1
Relationship and Network Marketing	BUSM096	15	7	Compulsory	1	Semester 1
Global Marketing and Communications	BUSM206	15	7	Compulsory	1	Semester 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods for Marketing	BUSM098	15	7	Compulsory	1	Semester 2
Strategic Marketing	BUSM208	15	7	Compulsory	1	Semester 2
Sustainability Marketing, Ethics and CSR	BUSM214	15	7	Compulsory	1	Semester 2
Services Management	BUSM183	15	7	Elective	1	Semester 2
Social and Political Marketing	BUSM095	15	7	Elective	1	Semester 2
Entrepreneurship	BUSM134	15	7	Elective	1	Semester 2
Social Marketing for Social Justice	BUSM213	15	7	Elective	1	Semester 2
Dissertation for Marketing	BUSM106	60	7	Core	1	Semesters 2 & 3

What are the entry requirements?

The programme is designed for students with a bachelor's degree (2:1 or above) in the social sciences. IELTS Academic: 7.0 overall including 6.0 in Writing, and 5.5 in Reading, Listening, and Speaking or equivalent exam.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student academic performance and the academic quality of the programme are to be closely monitored, managed, and enhanced through the following mechanisms:

The Programme Director works closely with the Deputy Dean of Education, the Head of the Department and the School of Business and Management Teaching and Learning Committee. As a result, any issues are identified earlier for remedy. For example, issues may be cited by students or the external examiner and meetings held monthly.

In addition, the Programme Director works closely with the School's Student Engagement Team to update students on important aspects concerning quality, including Plagiarism workshops, additional short courses on writing and support from academic tutors.

The School of Business and Management has a dedicated member of academic staff to scrutinise the latest and past NSS scores, in addition to module evaluations.

The school regularly sends staff members to attend CABS conferences (Chartered Association of Business School). These conferences bring together colleagues from business schools across the UK and foster an exchange between them on how to manage business schools effectively and how to best teach students about business. These interactions ensure that our students are taught using the most recent methods.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and their students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School's Associate Dean for Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

Curriculum development and delivery are overseen by the Programme Director through the relevant School Teaching Review Group which reports to the School's Teaching and Learning Committee. The School's Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well as external sources (external examiners, and views filtered through the College's International Office).

All schools operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations.

In addition, the director of the programme collaborates with technological companies and industry experts to reflect on the content of the degree (1x a year - director of the programme). External examiners provide feedback on the content of the programme and academic performance.

What academic support is available?

The School of Business and Management aims to provide a high-quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment.

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The plasma screens within the school also update on timetabling, events and support services within the school. The virtual learning environment (QMplus) has information on the different modules and supervisory advice as well as personalised teaching timetables. Students are also advised on the support services available in the Language and Learning Unit. A module talk is held at the start of the module selection process to enable students to make informed choices when selecting their electives.

Postgraduate Programme Director

The School has one academic Programme Director who is able to support students through their studies, if they encounter any difficulties of a personal nature which are having an impact on their studies they can meet with the Director for support.

Academic Advisors

Every student is allocated an Academic Advisor whom they can approach should they have any queries or issues related to their academic studies or academic development. Students are expected to see their advisor at least once each semester.

Office Hours

All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties, and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK, and international at all campuses and all sites.

Students can access advice, guidance, and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to module materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

All reading lists have been reviewed to coincide with the new blended learning environment in response to the pandemic and the necessity for electronic versions of module texts, with all staff encouraged to use the space for Talis / Reading Lists Online within the updated QMPlus module sites.

QMPlus modules sites have been significantly developed during 2020/21, to be re-purposed and further developed in 2021/22 and beyond, including significant video and audio materials on all modules for asynchronous learning, supplemented by video recordings of essential material also made available post-live sessions. This practice shall continue on return to in-person teaching via further development of QMPlus modules sites, linked to QReview, and with a move towards the standard use of SensusAccess before uploading QMPlus materials. Due allowance will be made for students to record seminars, if necessary, and seminar discussions and classroom arrangements will furthermore take into account any special arrangements. Students requiring additional time for completion of assessments i.e. in-class tests and presentations as recommended by DDS will have the adjustments made by the module administrator. In addition, marking of assessments will take into consideration any neurodiversity i.e. not penalising sentence structure or grammar.

Links with employers, placement opportunities and transferable skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable beyond academia.

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, and interview skills).

The qualities and skills a graduate from this programme might be expected to have included a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

- The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately, and generalise appropriately.
- The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting.

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- Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification:

Person responsible for management of programme:

Date Programme Specification produced / amended by
School / Institute Education Committee:

Date Programme Specification approved by Taught
Programmes Board: