



**UNIVERSITY OF
CAMBRIDGE**

Institute of Continuing Education

**Undergraduate Certificate in
Strategic Business and Management**

2018 – 2019

Course code: 1819CCBS01

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Strategic Business and Management**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to:

1. Provide students with fundamental knowledge in understanding of organisations, their management, the economy and the business environment
2. Prepare students for working and developing a career in business and management
3. Enable students with a range of skills and attributes to become effective global citizens, including awareness of ethics, sustainability and responsibility

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at:

www.ice.cam.ac.uk/about-us/how-find-us

Administrative staff

Academic Programme Manager: Victoria Steenkamp, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760861, vq239@cam.ac.uk

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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 30/05/2018

Syllabus

Unit 1: Strategic Management

Start date	15 October 2018	End date	10 January 2019
No of classes	4 (two 2-day workshops) plus online learning		
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		

Aims

Unit 1 Strategic Management aims:

1. to provide students with knowledge of fundamental concepts and frameworks widely used to inform and influence strategic business decision making
2. to enable students to apply theoretical concepts and use their understanding and insight gained throughout the unit to interpret strategic decisions independently
3. to enable students to make strategic decisions based on different types of data and as part of a group

Content

The module sharpens the student's abilities to "think strategically" and to analyse and evaluate issues from the perspective of the total enterprise. The student gains an appreciation for the importance of building a sustainable competitive advantage along with the tools to use in analysing real life management issues and an understanding of the theoretical debates from which these tools have emerged.

Topics covered include:

1. strategy management process and the environment
2. foundations of competitive strategy
3. corporate strategy and leadership
4. strategic implementation and control
5. governance

Presentation of the unit

Unit 1 consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about strategic management theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the second assignment. The second workshop focuses on the group project and gives students the opportunity to apply their learning. Unit 1 finishes with the submission of an individual essay. Students will work with different types of resources during the workshops.

Course Structure

	Date	Content - 9 am - 5 pm
Workshop (1)	15 October 2018	Why we strategise - Introduction to Strategic Management (Chapter 1)
	16 October 2018	Theoretical frameworks in Strategic Management (Chapter 2) & Guest Speaker
	Date	Weekly learning programme & Online activities
Online Learning	22 October 2018	Reading 1: Organisational Resources and Competitive Advantage (Chapter 3) Online activity: Blog
	29 October 2018	Reading 2: Strategic Leadership and Strategic Direction (Chapter 4) Online activity: Webinar
	5 November 2018	Reading 3: Business Level Strategies (Chapter 5) Online activity: Blog
	12 November 2018	Reading 4: Corporate Strategy (Chapter 6) Online activity: Webinar
	19 November 2018	Reading 5: Strategy implementation (Chapter 7) Online activity: Blog
	26 November 2018	Reading 6: Strategic Control and Restructuring (Chapter 8) Online activity: Webinar
	Date	Content - 9 am - 5 pm
Workshop (2)	3 December 2018	Group Presentations: Brief, Groups formation and getting started, Assessment Feedback (Individual essay and blogs activities) & Presentation: Planning and Creation
	4 December 2018	Group Presentations & Panel Discussion

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. evaluate concepts and frameworks to address challenging strategic management problems
2. communicate strategic arguments and decisions
3. make strategic decisions based on analysis of quantitative and qualitative data

Student assessment

In Unit 1 students will submit two summative assessment components, an individual essay and a group presentation. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of assignment 1 and 2.

Assignment (1): Group presentation

Weighted at 60% of the overall unit mark

Students are required to give a 20 minute group presentation based on a case study of their choice. The case study should focus on a strategic management decision that had detrimental consequences on a company, the environment and or society. The presentation and report are summative and count 60% to the overall unit mark.

Presentation

The presentation should give background information of the case chosen and explain the strategic management process of the case. For this purpose students are required to research the case and use

different types of data (quantitative and qualitative data) as evidence. This should be supported by theoretical concepts and frameworks. The group should then present their own interpretation of the strategic management process and how they would have approached the situation in order to minimise or avoid detrimental consequences for the company, environment or society.

The presentation should be supported by references and submitted electronically before the presentation has taken place. Students can choose any presentation format, e.g. power point, prezi, posters. All presentations will be recorded for moderation purposes. The presentations assess learning outcome two and three. Students should be able to communicate strategic decisions and make strategic decisions based on different types of data.

Alternative Assessment

Students who are unable to attend the workshop or be present for the presentations will have to submit an individual presentation focusing on the same topic, however the presentation should be no longer than 10 minutes and only needs to be narrated/ voice over. The presentation should be submitted by 12.00 (noon) 4 December 2018.

Closing date for the submission of assignment: Tuesday 4 December 2018 by 12.00 (noon) GMT *

*Greenwich Mean Time

Assignment (2): Individual Essay (1500 words):

Critically discuss the applicability and utility of two different strategic management theories in either public or private organizations

Weighted at 40% of the overall unit mark

Students are required to write an individual essay of 1500 words that critically discusses the applicability and utility of two different strategic management theories in either public or private organizations. The individual essay is summative and counts 40% to the overall unit mark. The individual blogs should be used to facilitate critical discussion.

Essay

The individual essay should start with an introduction outlining which two theories were chosen, in which context and why. The essay can use contemporary example(s) as a tool to discuss the applicability and utility of the chosen theories. The essay should compare and contrast different viewpoints. The essay should finish with a conclusion in regards to the applicability and utility of the two theories.

The individual essay assesses learning outcome one, students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these to address challenging strategic management problems. The total word count does not include references. Some of the references from the wider reading list might be helpful for the essay, while students are expected to predominantly refer to the chapters of the core reading, students are also expected to conduct their own research and underpin any arguments with relevant references.

Closing date for the submission of assignment: Thursday 10 January 2019 by 12.00 (noon) GMT *

*Greenwich Mean Time

Unit 1 Reading and resource list (Entries in Bold = Core reading)

Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Harrison, J. S., & John, C. H. S.	2014	Foundations in strategic management.	Cengage Learning. South-Western. USA
Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E.	2017	Strategic management and business policy	Pearson. Upper Saddle River, New Jersey.
Ginter, P. M., Duncan, J., & Swayne, L. E.	2018	The Strategic Management of Healthcare Organizations	John Wiley & Sons. New Jersey
Ferlie, E., & Ongaro, E.	2015	Strategic management in public services organizations: Concepts, schools and contemporary issues	Routledge. Abingdon
Marcus, A. A., & Cohen, A. N.	2017	Management strategy: Achieving sustained competitive advantage	McGraw-Hill. Boston.MA.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Andergassen, R., Candela, G., & Figini, P.	2017	The management of tourism destinations: A policy game	Tourism economics	23(1), 49-65
Dobbs, M.E.	2014	Guidelines for applying Porter's five forces framework: a set of industry analysis templates	Competitiveness Review	24(1), 32-45
Durand, R., Grant, R. M., & Madsen, T. L.	2017	The expanding domain of strategic management research and the quest for integration	Strategic Management Journal	38(1), 4-16
Guo, Y., Huy, Q. N., & Xiao, Z.	2017	How middle managers manage the political environment to achieve market goals: Insights from China's state-owned enterprises	Strategic Management Journal	38(3), 676-696
Karakaya, E., & Karakaya, G.	2017	Developing a risk management framework and risk assessment for non-profit organizations: A	In Risk Management, Strategic Thinking and Leadership in the Financial	pp. 297-308. Springer, Cham

		case study	Services Industry	
Menon, A. R., & Yao, D. A.	2017	Elevating repositioning costs: Strategy dynamics and competitive interactions	Strategic Management Journal	38(10), 1953-1963
Rowley, T. J., Shipilov, A. V., & Greve, H. R.	2017	Board reform versus profits: The impact of ratings on the adoption of governance practices	Strategic Management Journal	38(4), 815-833
Steinbach, A. L., Holcomb, T. R., Holmes, R. M., Devers, C. E., & Cannella, A. A.	2017	Top management team incentive heterogeneity, strategic investment behavior, and performance: A contingency theory of incentive alignment	Strategic Management Journal	38(8), 1701-1720
Vallaster, C.	2017	Managing a Company Crisis through Strategic Corporate Social Responsibility: A Practice-Based Analysis	Corporate Social Responsibility and Environmental Management	24(6), 509-523
Villani, E., Greco, L., & Phillips, N.	2017	Understanding Value Creation in Public-Private Partnerships: A Comparative Case Study	Journal of Management Studies	54(6), 876-905
Vining, A. R.	2011	Public agency external analysis using a modified "five forces" framework	International Public Management Journal	14(1), 63-105

Syllabus

Unit 2: Accounting and Finance

Start date	28 January 2019	End date	9 April 2019
No of classes	4 (two 2-day workshops) plus online learning		
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		

Aims

Unit 2 Accounting and Finance aims are to:

1. provide students with knowledge of fundamental concepts and frameworks widely used in accounting and finance
2. enable students to apply theoretical concepts and use their understanding and insight gained throughout the unit to interpret financial information internally and externally
3. enable students to make basic financial/ investment decisions based on different types of data and as part of a group

Content

This unit aims to provide an introductory understanding of financial reporting and decision making by companies. The first part of the unit examines fundamental accounting concepts, and shows how to construct and interpret company accounts, a critical source of information to outside investors. The second part tackles the three key areas of company decision making: the capital budgeting decisions of how the company should invest; the financing decisions of how the company should raise the investment capital; and the payout decisions of how the company should compensate its shareholders.

Topics covered include:

1. fundamental accounting concepts
2. how to construct and interpret company accounts, a critical source of information to outside investors
3. the capital budgeting decisions of how the company should invest
4. the financing decisions of how the company should raise the investment capital
5. the payout decisions of how the company should compensate its shareholder

Presentation of the unit

Unit 2 consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about finance and accounting theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the assignments, blogs are formative. The second workshop focuses on the group project and gives students the opportunity to apply their learning. The group presentations will be held on the second day of second workshop. Unit 2 finishes with an individual podcast that can explore one of two topics and questions. Students will work with different types of resources during the workshops.

Course Structure

Workshop (1)	Date	Content - 9 am - 5 pm
	28 January 2018	What is Accounting and what is the difference between Financial Accounting and Management Accounting? (Scott, Part 2, Chapter 8, p.238) & Financial Accounting I (Scott, Chapter 1-4)
	29 January 2019	Financial Accounting II (Scott, Chapter 6-7)
Online Learning	Date	Weekly learning programme & Online activities
	4 February 2019	Reading 1: Costing (Chapter 8)
	11 February 2019	Reading 2: Relevant cost, marginal costing and decision making (Chapter 9)
	18 February 2019	Reading 3: Standard Costing and Variance Analysis (Chapter 10)
	25 February 2019	Reading 4: Budgeting (Chapter 11)
	4 March 2019	Reading 5: Capital investment (Chapter 12)
	11 March 2019	Reading 6: Financial Management (McLaney & Atrill, Chapter, 14, 15 & 16)
Workshop (2)	Date	Content - 9 am - 5 pm
	18 March 2019	Financial Management - Guest Speaker & Group Presentations (Planning and Creation)
	19 March 2019	Group Presentations & panel discussion

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. construct the company financial statements (plus journal, ledger and trial balance) from a jumble of raw data
2. read the annual report of major companies and interpret their financial statements using financial ratios
3. identify and finance the investments companies should undertake and should have learnt why and how companies compensate their investors

Student assessment

In Unit 2 students will submit two summative assessment components, a group presentation and an individual podcast. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of the assignments.

Assignment (1): Group presentation

Weighted at 60% of the overall unit mark

Students are required to give a 20 minute group presentation based on an annual report and financial statements of a well-known national or international company freely available online (e.g. Tesco, John Lewis). The presentation should highlight what strategic financial decisions the CEO of the chosen company would make for the next five financial years based on the annual report and financial accounts published. The presentation is summative and counts 60% to the overall unit mark.

Presentation

The presentation should give background information of the company and summarise the annual report and accounts. This should lead to a set of interpretations used to formulate strategic financial decisions that have a positive impact on the company's financial performance in the next five years. For this purpose students are required to research a relevant company and download the annual report and financial statement/ accounts document, which are freely available online. The different types of data (quantitative and qualitative data) extracted from the report should be used as evidence. Decisions made should also be supported by theoretical concepts and frameworks. The group should then present their own interpretation and give strategic financial direction for the company for the next five years.

The presentation should be supported by references and submitted electronically before the presentation has taken place. Students can choose any presentation format, e.g. power point, prezi, posters. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one, two and three. Students should be able to communicate strategic financial decisions and make strategic financial decisions based on different types of data.

Alternative Assessment

Students who are unable to attend the workshop or be present for the presentations will have to submit an individual presentation focusing on the same topic, however the presentation should be no longer than 10 minutes and only needs to be narrated/ voice over. The presentation should be submitted by 12.00 (noon) 19 March 2019.

Closing date for the submission of assignment: Tuesday 19 March 2019 by 12.00 (noon) GMT*

*Greenwich Mean Time

Assignment (2): Individual Podcast

Weighted at 40% of the overall unit mark

Students are required to record an individual podcast of 7 minutes that critically discusses one of the following topics and questions:

1. Harmonisation of European accounting: What impact does it have on public, non-profit or private organizations?
2. Equity investor compensation: What compensation methods exist and what role does ethics play?

The individual podcast is summative and counts 40% to the overall unit mark.

Podcast

The individual podcast should start with an introduction outlining why the specific topic and question was chosen and how the podcast intends to critically discuss the topic and answer the question. The podcast can use contemporary example(s) to support the discussion. The podcast should compare and contrast different viewpoints and theoretical approaches relevant to the topic and question. The podcast should finish with a short conclusion. Students might find it useful to write a script. 7 minutes recording is equivalent to approximately 2000 words.

The individual podcast assesses learning outcome one and three on a theoretical basis. Students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these to address the topic in question. References should be submitted as a separate word document. Some of the references from the wider reading list of unit 2 might be helpful for the essay, and while it is expected that the assignment refer to the chapters of the core reading students are also expected to conduct further research in the area of interest. The assignment should be submitted electronically.

Closing date for the submission of assignment: Tuesday 9 April 2019 by 12.00 (noon) GMT *

*Greenwich Mean Time

Unit 2 Reading and resource list (Entries in Bold = Core reading)

Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Atrill, P., & McLaney, E. J.	2017	Accounting An Introduction. (10th Edition)	Pearson Education. Harlow, England.
Cashin, C., Bloom, D., Sparkes, S., Barroy, H., Kutzin, J., O'Dougherty, S., & World Health Organization.	2017	Aligning public financial management and health financing: sustaining progress toward universal health coverage.	World Health Organization.
Finkler, S. A., Smith, D. L., Calabrese, T. D., & Purtell, R. M.	2016	Financial management for public, health, and not-for-profit organizations. (4th Edition)	Pearson. Upper Saddle River, New Jersey.
Fox, R. P., & Madura, J.	2017	International Financial Management (4th Edition)	Cengage Learning. South-Western. USA
Henderson, S., Peirson, G., Herbohn, K., & Howieson, B.	2015	Issues in financial accounting	Pearson Higher Education AU
Scott, P.	2016	Accounting for Business. Second edition.	Oxford University Press. New York, United States of America
Titman, S., Keown, A. J., & Martin, J. D.	2017	Financial management: Principles and applications.	Pearson Education, Harlow, England.
Vernimmen, P., Quiry, P., Dalocchio, M., Le Fur, Y., & Salvi, A.	2014	Corporate finance: theory and practice.	John Wiley & Sons. New Jersey
Walton, P.	2016	Aiming for Global Accounting Standards–The International Accounting Standards Board 2001–2011	Oxford University Press, New York, USA

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Karadag, H.	2015	Financial management challenges in small and medium-sized enterprises: A strategic management approach	Emerging Markets Journal	5(1), 26
Rossi, F. M., Cohen, S., Caperchione, E., & Brusca, I.	2016	Harmonizing public sector accounting in Europe: thinking out of the box.	Public Money & Management	36(3), 189-196

Wang, C.	2014	Accounting standards harmonization and financial statement comparability: Evidence from transnational information transfer	Journal of Accounting Research	52(4), 955-992
Oulasvirta, L. O.	2014	Governmental financial accounting and European harmonisation: Case study of Finland	Accounting, Economics and Law	4(3), 237-263
Biondi, Y.	2017	Harmonising European Public Sector Accounting Standards (EPSAS): Issues and Perspectives	Accounting, Economics, and Law: A Convivium	7(2), 117-123
Bloomfield, M. J., Brüggemann, U., Christensen, H. B., & Leuz, C.	2017	The Effect of Regulatory Harmonization on Cross-Border Labor Migration: Evidence from the Accounting Profession	Journal of Accounting Research	55(1), 35-78
Ferri, F., & Oesch, D.	2016	Management influence on investors: Evidence from shareholder votes on the frequency of say on pay	Contemporary Accounting Research	33(4), 1337-1374
Sengupta, P., & Zhang, S.	2015	Equity-Based Compensation of Outside Directors and Corporate Disclosure Quality	Contemporary Accounting Research	32(3), 1073-1098
Seidman, J. K., & Stomberg, B.	2017	Equity Compensation and Tax Avoidance: Disentangling Managerial Incentives from Tax Benefits and Reexamining the Effect of Shareholder Rights	The Journal of the American Taxation Association	39(2), 21-41
Burns, N., McTier, B. C., & Minnick, K.	2015	Equity-incentive compensation and payout policy in Europe	Journal of Corporate Finance	30, 85-97

Syllabus

Unit 3: Marketing

Start date 23 April 2019 **End date** 18 July 2019

No of classes 4 (*two 2-day workshops) plus online learning*

Venue Madingley Hall, Madingley Cambridge CB23 8AQ

Aims

Unit 3 Marketing aims to:

1. provide students with knowledge of fundamental concepts and frameworks widely used in marketing
2. enable students to apply theoretical concepts and use their understanding and insight gained throughout the unit to interpret marketing decisions independently
3. enable students to make strategic marketing decisions based on different types of data and as part of a group

Content

This unit examines how marketing contributes to business strategy, specifically how marketing plans are developed, implemented and evaluated over time. The unit also helps the student in developing the conceptual, technical and interpersonal skills marketing managers need to communicate effectively in the business world.

Topics covered include:

- the nature and role of marketing: the marketing concept, market orientation and the marketing mix
- customer decision-making: segmentation, targeting and positioning
- competitor analysis and positioning
- product and brand management
- pricing decisions
- channel management
- marketing communication

Presentation of the unit

Unit 3 consists of two 2-day workshops and a six week online learning programme. Students are expected to attend both workshops and actively engage in online activities. The first workshop gives students the opportunity to learn about marketing theory and engage in small group activities that aid critical discussions with peers and practitioners. After the first workshop students continue learning online following a weekly learning programme and engaging in fortnightly webinars. Students are asked to produce individual blogs linked to the weekly learning programme and linked to the first assignment. The first workshop and online learning programme finishes with the submission of an individual essay. The second workshop focuses on the group project and gives students the opportunity to apply their learning. Unit 3 finishes with group marketing pitches and a panel discussion. Students will work with different types of resources during the workshops.

Course Structure

	Date	Content - 9 am - 5 pm
Workshop (1)	23 April 2019	Defining Marketing and The Marketing Process (Chapter 1 & 2)
	24 April 2019	Understanding the Market and Customer Value (Chapter 3-5) & Guest Speaker
	Date	Weekly learning programme & Online activities
Online Learning	29 April 2019	Reading 1: Customer Value Driven Marketing Strategy and Building value (Chapter 6 & 7) Online activity: Blog
	6 May 2019	Reading 2: Product Development and Pricing (Chapter 8 & 9) Online activity: Webinar
	13 May 2019	Reading 3: Marketing Channels and Retailing (Chapter 10 & 11) Online activity: Blog
	20 May 2019	Reading 4: Marketing Communications (Chapter 12 – 14) Online activity: Webinar
	3 June 2019	Reading 5: Global Marketing (Chapter 15) Online activity: Blog
	10 June 2019	Reading 6: Sustainable and Ethical Marketing (Chapter 16) Online activity: Webinar
	Date	Content - 9 am - 5 pm
Workshop (2)	17 June 2019	Group Presentations: Brief, Groups formation and getting started, Assessment Feedback (Individual essay and blogs activities) & Presentation: Planning and Creation
	18 June 2019	Group Presentations & Panel Discussion

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

1. display a fundamental understanding of the marketing management process in different environments, contexts and situations
2. be able to understand and make a case for the role of marketing within the firm
3. be able to develop, implement and evaluate marketing plans over time
4. be able to analyse customers and competitors

Student assessment

In Unit 3 students will submit two summative assessment components, a group presentation and an individual reflection. Throughout the online learning programme students are also expected to submit fortnightly blogs. These should reflect learning experience, insight, understanding and any challenges. The blogs are formative and should support students learning and completion of the assignments, particularly assignment 2.

Assignment (1): Group presentations

Weighted at 60% of the overall unit mark

Students are required to develop a marketing campaign and give a 20 minute group presentation. Students can choose one of three topics for the marketing campaign: (1) reduce plastic waste - no

more plastic bottles or reduce CO2 emissions, (2) switch off your car engine while parking and in winter months, (3) Destigmatising mental health in the workplace. Groups will act as marketing agencies to complete the task. The presentation is summative and counts 60% to the overall unit mark.

Presentation

The objectives of the marketing campaign are to raise awareness, engage the public and change behaviour over a period of six months. The campaign is sponsored by the department of health and the department of environment, food and rural affairs in England. The campaign budget is 600k. For this purpose students are required to conduct their own desk research and use different types of data (quantitative and qualitative data) as evidence to develop the marketing campaign. The campaign should consider the departments corporate identity (CI) and consists of two parts: a creative brief with two ideas to address the issue including the audience, message, media plan etc. and a financial breakdown of the campaign. This should be supported by theoretical concepts and frameworks.

The presentation should be supported by references and submitted electronically after the presentation has taken place. All presentations will be recorded for moderation purposes. The presentations assess learning outcome one, two, three and four. Students should be able to communicate strategic decisions and make strategic decisions based on different types of data driven by marketing understanding and knowledge.

Alternative Assessment

Students who are unable to attend the 2-day summer school or be present for the presentations will have to submit an individual presentation focusing on the same topic, however the presentation should be no longer than 10 minutes and only needs to be narrated/ voice over. The presentation should be submitted by 12.00 (noon) 18 June 2019.

Closing date for the submission of assignment: Tuesday 18 June 2019 by 12.00 (noon) GMT *

*Greenwich Mean Time

Assignment (2): Individual Reflection and Analysis Report (3000 words)

Weighted at 40% of the overall unit mark

Students are required to write an individual reflection that discusses how learning about marketing has influenced the students' consumption behaviour. For this assignment students are expected to draw on their individual blogs. The individual essay is summative and counts 40% to the overall unit mark.

Reflection and Analysis Report

This assignment is interested in how learning about certain marketing concepts has had an effect on the student's own consumption behaviour. The reflection should be an analysis of the students own consumption behaviour. What has changed, how did it start, how did it make the student feel while changing the behaviour, was this a conscious decision?

The individual reflection and analysis report assesses learning outcome one and four, students should be able to demonstrate knowledge and understanding of theoretical concepts and frameworks and evaluate these through personal reflection. The total word count does not include references. Some of the references from the wider reading list might be helpful for the assignment and the reflection should be submitted electronically.

Closing date for the submission of assignment: Thursday 18 July 2019 by 12.00 (noon) GMT *

*Greenwich Mean Time

Unit 3 Reading and resource list (*Entries in Bold = Core reading*)

Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Armstrong, G., Kotler, P., & Opresnik, M. O.	2017	Marketing An Introduction. 13th Edition.	Pearson Education. Harlow, England.
Eyal, N.	2015	Hooked: How to build habit-forming products.	Penguin, USA.
Raffael, T.	2017	Gaining Traction	Raffael. Poland.
Piercy, N. F.	2017	Market-led strategic change: Transforming the process of going to market.	Taylor & Francis. Routledge. Abingdon. Oxon.
West, D. C., Ford, J., & Ibrahim, E.	2015	Strategic marketing: creating competitive advantage.	Oxford University Press, USA.
Charter, M. (Ed.).	2017	Greener marketing: A responsible approach to business.	Routledge. Abingdon. Oxon.
Blakeman, R.	2018	Integrated marketing communication: creative strategy from idea to implementation.	Rowman & Littlefield. Maryland, USA.

Journal articles:

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
Payne, A., Frow, P., & Eggert, A.	2017	The customer value proposition: evolution, development, and application in marketing.	Journal of the Academy of Marketing Science	45(4), 467-489
Grewal, D., Roggeveen, A. L., Sisodia, R., & Nordfält, J.	2017	Enhancing customer engagement through consciousness.	Journal of Retailing	93(1), 55-64
Luangrath, A. W., Peck, J., & Barger, V. A.	2017	Textual paralanguage and its implications for marketing communications.	Journal of Consumer Psychology	27(1), 98-107
Van Kerrebroeck, H., Brengman, M., & Willems, K.	2017	When brands come to life: experimental research on the vividness effect of Virtual Reality in transformational marketing communications.	Virtual Reality	21(4), 177-191.
Felix, R., Rauschnabel, P. A., & Hinsch, C.	2017	Elements of strategic social media marketing: A holistic framework.	Journal of Business Research	70, 118-126
Kienzler, M., & Kowalkowski, C.	2017	Pricing strategy: A review of 22 years of marketing research.	Journal of Business Research	78, 101-110.

TIMETABLE

Michaelmas term

Unit 1: Strategic Management

Unit start date	15 October 2018
Workshops	1. 15-16 October 2018 2. 3-4 December 2018
Assignment deadlines	1. 4 December 2018 2. 10 January 2019
Unit end date	10 January 2019

Lent term

Unit 2: Accounting and Finance

Unit start date	28 January 2019
Workshops	1. 28- 29 January 2019 2. 18-19 March 2019
Assignment deadlines	1. 19 March 2019 2. 9 April 2019
Unit end date	9 April 2019

Easter term

Unit 3: Marketing

Unit start date	23 April 2019
Workshops	1. 23-24 April 2019 2. 17-18 June 2019
Assignment deadlines	1. 18 June 2019 2. 18 July 2019
Unit end date	31 July 2019

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.