



ICM

Marketing, Advertising & Public Relations

Course Handbook



SETTING GLOBAL STANDARDS

For Business & Management Education

March 2017

The Institute of Commercial Management

ICM House, Yeoman Road, Ringwood,
Hampshire, BH24 3FA, England
Tel: +44 (0) 1202 490555

Visit: www.icm.education

Contact: info@icm.education

Contents

1 Introduction	1
2 The Institute of Commercial Management (ICM)	1
3 ICM Articulation Agreements with Universities	1
4 Learning, Teaching and Assessment Strategy	3
4.1 Assessment	3
4.2 Student Workload	3
5 ICM Qualifications and Progression	4
5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)	4
5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)	4
5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)	6
5.6 Relative Positioning of ICM Qualifications	6
6 Student Registration & Course/Level Entry Requirements	8
6.1 Student Registration	8
6.2 Student Registration Fees	8
6.3 Course/Level Entry Requirements	8
7 Examinations and Results	10
7.1 Examinations	10
7.2 Examination Entry Fees and Forms	10
7.3 Examination Timetable	10
7.4 Examination grades and remarking	10
7.5 Examination re-sits	11
7.6 Examination Closing Dates	11
7.7 Examination Results	11
7.8 Examination Grades	11
7.9 Transcript of Academic Results	11
7.10 Replacement Certificates	11
7.11 Deferrals	12
7.12 Subject Exemptions for Professional Programmes	12
7.13 Single Subject Candidates	12
8 Subject advice, educational guidance and student support	12
8.1 Study Methods	12
8.2 Payment Methods	13
8.3 Choosing your course of study	13
8.4 ICM Approved Centres	13
9 Textbooks	13
10 Students with learning difficulties	13
11 Copies of past examination papers and other forms of assessment	14
12 Unit Information	14
12.1 Programme Objectives	14
12.2 Recommended Course Duration	14
12.3 Examination Grades	14
12.4 Continuing Education	14

13 Course Structure	15
13.1 Unit Syllabuses	15
13.1.1 Advertising Syllabus	16
13.1.2 Buyer Behaviour & Consumerism Syllabus	21
13.1.3 International Business Communications Syllabus	25
13.1.4 Marketing Syllabus	31
13.1.5 Public Relations Syllabus	35
13.1.6 Campaign Planning & Control Syllabus	40
13.1.7 Financial Management Syllabus	44
13.1.8 Management Theory & Practice Syllabus	46
13.1.9 Strategic Marketing Management Syllabus	49

1 Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2 The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3 ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 points

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4 Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

National Qualifications Framework (Levels and example vocational qualifications)	Framework for ICM Levels	Framework for Higher Education Qualification Levels (FHEQ)
Level 7 Professional Diploma in Translation	ICM Post Graduate Diploma (Level 7 Diploma)	M (masters) , Masters degrees, Post Graduate certificates and diplomas
Level 6 Diploma in Management	ICM Graduate Diploma (Level 6 Diploma)	H (honours) Bachelors degrees (BSc/BA)
	ICM Advanced Diploma (Level 6 Diploma)	I (intermediate) Diplomas of higher education, foundation degrees, Higher National Diplomas
Level 5 BTEC Higher National Diploma in 3D Design	ICM Diploma (Level 5 Diploma)	C (certificate) Certificates of higher education
Level 4 Certificate in Early Years Practice	ICM Diploma (Level 5 Diploma)	
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
Entry – e.g. Entry Level Certificate in Adult Literacy		

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
 2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
 3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9 Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: info@icm.education .

10 Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11 Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12 Unit Information

This programme is designed for those who seek to develop their marketing, advertising and public relations skills and knowledge. It is suitable for both business students and for those who may be working in an Advertising, Sales, Marketing or PR environment.

12.1 Programme Objectives:

To provide students with a body of knowledge that enables them to:

- understand and apply communications theory in the working environment
- understand the importance of Marketing Communications to the development of a business
- to make a positive contribution to the work of a Marketing, Advertising or Public Relations department
- to increase and enhance employment opportunities within the communications industry

12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to section 4.2 entitled 'Student Work Load'

It is expected that a student will need at least 6 months of full-time study at an ICM Approved Centre for each level to complete this programme.

12.3 Examination Grades

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Marginal Pass	40% to 49%
Grade F – Fail	39% and under

12.4 Continuing Education

The ICM Diploma in Marketing, Advertising & Public Relations is recognised by other professional examining bodies for subject and level exemption purposes. It may also be offered as an entrance qualification for first degree studies (subject to examination grades obtained).

13 Course Structure

The Diploma in Marketing, Advertising & Public Relations

- 1 Advertising
- 2 Buyer Behaviour & Consumerism
- 3 International Business Communications
- 4 Marketing
- 5 Public Relations

The ICM Diploma in Marketing, Advertising & Public Relations is awarded on completion of all 5 subjects

The Advanced Diploma in Marketing, Advertising & Public Relations

- 6 Campaign Planning & Control
- 7 Financial Management
- 8 Management Theory & Practice
- 9 Strategic Marketing Management

The ICM Advanced Diploma in Marketing, Advertising & Public Relations is awarded on completion of all 9 subjects

13.1 Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 Advertising Syllabus

Unit Title	Advertising
Unit Code	ADV-0317
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The main aim of this unit is to build on basic marketing knowledge in order to enable students to understand, set up and monitor a publicity campaign.</p> <p>Wherever possible, it is recommended that students should be given every opportunity to learn and experiment with skills involving the use of technical equipment such as cameras, tape recorders and editing equipment during the preparation and presentation of an advertising campaign.</p> <p>The unit is designed to develop students' abilities in working as members of a team and communication skills within their team and with an audience. Problem solving, application of numeracy and accounting skills and decision-making will be necessary in order to complete a campaign brief.</p>	
Main Topics of Study:	
Introduction to Advertising	
<ul style="list-style-type: none">▶ History of advertising▶ Significance and scope of the advertising industry▶ Nature and role of advertising in society▶ Types of advertising▶ Factors that influence the communication process▶ The influencer model of communication▶ The interactional model of communication▶ Using advertising to influence attitudes	
Advertising Theories, Concepts and Frameworks	
<ul style="list-style-type: none">▶ The use of information and emotion in advertising▶ Advertising concepts and models▶ Trade advertising▶ Eclectic models of advertising▶ Using advertising strategically▶ The Institute of Practitioners in advertising	
Advertising Strategies, Planning and Positioning	
<ul style="list-style-type: none">▶ Communications strategies▶ Objectives and strategic development▶ Advertising planning and frameworks▶ Positioning options	

Creativity, Content and Appeals

- ▶ Creative roles and skills
- ▶ The creative process
- ▶ Creative content
- ▶ Message appeals
- ▶ Evaluating creativity

Brand Communications: The Role of Advertising

- ▶ Types of branding
- ▶ Brand characteristics
- ▶ Brand associations
- ▶ The role of advertising and communications in branding
- ▶ Brand equity

The Advertising Industry

- ▶ Role of the advertising agency
- ▶ Advertising agency structures and integration
- ▶ Agency operations and roles
- ▶ Advertising agency selection
- ▶ Agency remuneration
- ▶ Advertising budgets

Traditional Media

- ▶ Print media
- ▶ Magazines
- ▶ Strengths and weaknesses of using magazines in the media plan
- ▶ Newspapers
- ▶ Strengths and weaknesses of using newspapers in the media plan
- ▶ Electronic media
- ▶ Radio
- ▶ Strengths and weaknesses of using radio in the media plan
- ▶ Television
- ▶ Strengths and weaknesses of using television in the media plan
- ▶ Outdoor media
- ▶ Direct mail
- ▶ Strengths and weaknesses of using outdoor media and direct mail in the media plan
- ▶ Alternative advertising media

Digital Media and Emerging Technologies

- ▶ Internet and online advertising
- ▶ Strengths and weaknesses of using online in the media plan

- ▶ Mobile marketing
- ▶ Social media marketing, strengths and weaknesses
- ▶ Gaming
- ▶ Strengths and weaknesses of using gaming in the media plan
- ▶ Supplementary digital advertising media

Media Planning

- ▶ How does media planning work?
- ▶ Evolution of media planning
- ▶ The media plan
- ▶ Factors affecting media objectives and strategies
- ▶ Scheduling
- ▶ Media buying

Measuring Advertising Efficiency and Effectiveness

- ▶ Media audience research
- ▶ Calculating the audience
- ▶ Print measurement
- ▶ Broadcast measurement
- ▶ Digital measurement
- ▶ Internet
- ▶ Social media measurement
- ▶ Buying the media

Standards and Responsibilities

- ▶ Attitudes towards advertising
- ▶ Ethics and advertising
- ▶ Controls and regulations
- ▶ The Advertising Standards Authority
- ▶ Codes of practice
- ▶ Complaints and sanctions
- ▶ Corporate social responsibility

Contemporary Issues in Advertising

- ▶ The key issues relating to integration
- ▶ Consumer insights
- ▶ Advertising and social networks
- ▶ Media management planning
- ▶ Measuring advertising effectiveness
- ▶ Creativity

Learning Outcomes for the Unit:				
At the end of this Unit, students will be able to:				
1.	Understand thoroughly the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.			
2.	Articulate a thorough understanding of the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.			
3.	Explain the relationship between advertising and promotion, public relations and marketing objectives.			
4.	Analyse and explain the importance of the role played by advertising and promotional activities in effectively executing the corporate objectives of various types of organisations.			
5.	Explain the construction and working of the advertising and promotion industries and the interactions between the various organisations which constitute them.			
6.	Discuss the impact of advertising and related activities on society and the way controls to regulate their use are instituted in various countries.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	4	-	2,3,4,6	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	-	1-6	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text				
Advertising: Strategy, creativity and media, Chris Fill, Graham Hughes, Scott De Francesco, Pearson. ISBN: 978-0273760894				
Alternative Texts and Further Reading				
Advertising: Principles and Practice, W.D. Wells, S. Moriarty & J. Burnett, Prentice Hall, 2005. ISBN: 978-0131465602				
Advertising and Promotion: An Integrated Marketing Communications Approach, C. Hackley, Sage Publications. 2010. ISBN: 978-1849201469				

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.2 Buyer Behaviour & Consumerism

Unit Title	Buyer Behaviour & Consumerism
Unit Code	BBC-0317
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
Main Aim(s) of the Unit:	
To facilitate an understanding of the research, analysis and utilisation of knowledge concerning consumer behaviour.	
Main Topics of Study:	
<p>Technology-driven Consumer Behaviour</p> <ul style="list-style-type: none"> ▶ The marketing concept ▶ Exchange between consumers and marketers ▶ Customer value, satisfaction and retention ▶ The role of consumer behaviour and consumer decision-making <p>Segmentation, Targeting and Positioning</p> <ul style="list-style-type: none"> ▶ Market segmentation and effective targeting ▶ Bases for market segmentation, including demographics, social class, social status, benefit, behavioural targeting, product usage and location ▶ Implementing segmentation strategies ▶ Behavioural targeting ▶ Positioning and repositioning <p>Consumer Motivation and Personality</p> <ul style="list-style-type: none"> ▶ Dynamics of motivation ▶ System of needs ▶ Goals ▶ Measurement of motives ▶ Nature and theories of personality ▶ Personality traits and consumer behaviour ▶ Self and self-image <p>Consumer Perception</p> <ul style="list-style-type: none"> ▶ The elements of perception ▶ Perceptual selection ▶ Perceptual interpretation: stereotyping ▶ Consumer imagery ▶ Perceived quality and perceived risk 	

Consumer Learning

- ▶ Elements of consumer learning
- ▶ Behavioural learning theories
- ▶ Observational learning
- ▶ Cognitive learning theories
- ▶ Consumer involvement

Consumer Attitude Formation and Change

- ▶ Attitudes and their formation
- ▶ Attitude models
- ▶ Changing the motivational functions of attitudes
- ▶ Cognitive dissonance

Persuading Consumers

- ▶ The communication process
- ▶ Designing persuasive messages
- ▶ Persuasive advertising appeals
- ▶ Measures of message effectiveness

Print and Broadcast Media to Social and Mobile Media

- ▶ Consumers and social media
- ▶ Consumers and mobile advertising
- ▶ Measuring media advertising effectiveness
- ▶ Traditional media's electronic evolution

Reference Groups and Word-of-Mouth

- ▶ Source credibility and reference groups
- ▶ Credibility of spokespersons, endorsers and other formal sources
- ▶ Word of mouth and opinion leadership
- ▶ Strategic applications of word of mouth
- ▶ The diffusion of innovations
- ▶ Segmenting by adopter categories

The Family and its Social Standing

- ▶ The family as a socialisation agent
- ▶ Family decision making and consumption-related roles
- ▶ The family life cycle
- ▶ Social standing and consumer behaviour
- ▶ Measuring social class
- ▶ Social class characteristics and consumer behaviour
- ▶ Four views of consumer decision making

Culture's Influence on Consumer Behaviour

- ▶ Culture's role and dynamics
- ▶ Learning cultural values
- ▶ Measuring cultural values

Subcultures and Consumer Behaviour

- ▶ Culture and subcultures
- ▶ Religious, regional, generational and gender subcultures
- ▶ Cross-cultural analysis
- ▶ Localisation versus standardisation
- ▶ Global marketing opportunities

Consumer Decision Making and Diffusion of Innovations

- ▶ Consumer decision making model
- ▶ Diffusion and adoption of innovations
- ▶ Types of innovations
- ▶ The adoption process
- ▶ Product features that affect adoption

Marketing Ethics and Social Responsibility

- ▶ Societal marketing concept
- ▶ Exploitive marketing
- ▶ Self-regulation versus laws
- ▶ Provocative marketing
- ▶ Promoting social causes

Consumer Research

- ▶ Developing research objectives
- ▶ Collecting secondary data
- ▶ Designing primary research
- ▶ Qualitative research, scope of quantitative research, quantitative research data collection instruments
- ▶ Data analysis and reporting research findings

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Articulate their understanding of the theory and practice of consumer behaviour.
2.	Formulate solutions to case studies, practical examples and exercises.
3.	Apply theoretical models that purport to explain consumer buying behaviour and use this knowledge to develop a model of a chosen consumer buying situation.
4.	Apply the principal methods of marketing research and the analytical and interpretative skills to quantitative and qualitative data in the development of a marketing information system designed to trace buyer behaviour in the market place.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1	2,3,4	2,3,4	2,3,4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	2,3,4	2,3,4	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text: Consumer Behaviour, L.G. Schiffman & J.L. Wisenblit, 11th edition, 2014, Pearson Education. P/B: ISBN: 978-0273787136				
Alternative Texts and Further Reading Consumer Behavior, Global Edition, M. Solomon, 11th edition, 2014, Pearson Education. ISBN: 978-1292017419				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.3 International Business Communications Syllabus

Unit Title	International Business Communications
Unit Code	IBC 101-05
Level	5 Diploma
Credits	20
Unit Leader	JF
Pre-requisites	
Main Aim(s) of the Unit:	
<p>To prepare students to address business communication situations encountered in their careers through the writing of memoranda, letters, reports, résumés, electronic messages; manuals with terms, mechanisms and instructions; process analysis; proposals; web portfolios; delivering oral presentations, in order to develop interpersonal skills and to foster critical thinking and problem-solving skills through the writing of effective communication for assigned business scenarios / situations.</p>	
Main Topics of Study:	
<p>The Process of Communication</p> <ul style="list-style-type: none"> ▶ The objectives of communication ▶ The meaning of words/ non-verbal communication ▶ The context or situation ▶ Barriers to communication ▶ Why? Who? Where? When? ▶ What? How? ▶ Planning the message ▶ Summary – how to communicate <p>Speaking Effectively</p> <ul style="list-style-type: none"> ▶ Basic speaking skills ▶ Qualities to aim for when speaking ▶ Summary – good speaking <p>Listening</p> <ul style="list-style-type: none"> ▶ Listening – the neglected skill ▶ Reasons for improving listening ▶ Are you a good listener? ▶ Ten aids to good listening ▶ Summary – good listening <p>Human Interaction and Non-verbal Communication</p> <ul style="list-style-type: none"> ▶ Metacommunication and paralanguage ▶ The language of silence ▶ The language of time ▶ Body language or kinesics ▶ The underlying psychology: NLP, EI and TA ▶ Conflict between verbal and non-verbal communication ▶ Summary – the importance of paralanguage in human interaction <p>Talking on the Telephone</p> <ul style="list-style-type: none"> ▶ Telephone problems 	

- ▶ Basic telephone rules
- ▶ Receptionists
- ▶ Making a call
- ▶ Gathering information by telephone
- ▶ Answering the telephone
- ▶ Voicemail
- ▶ Mobile phone manners
- ▶ Summary – good telephoning

Interviewing

- ▶ Interviewing weaknesses
- ▶ What is an interview?
- ▶ The purposes of the interview
- ▶ Types of interview information
- ▶ How to plan an interview
- ▶ Structuring the interview
- ▶ How to question and probe
- ▶ Summary – interviewing

Being Interviewed for a Job

- ▶ Preparing – the organisation
- ▶ Preparing – know yourself
- ▶ At the interview
- ▶ Tips to remember
- ▶ Summary – being interviewed for a job

Communicating in Groups

- ▶ Advantages of groups
- ▶ Disadvantages of groups
- ▶ Factors affecting group effectiveness
- ▶ Summary – making groups and committees work

Running and Taking Part in Meetings

- ▶ Chairing meetings
- ▶ Decision-making methods
- ▶ Responsibilities of participants
- ▶ Duties of officers and members
- ▶ The agenda
- ▶ The minutes
- ▶ Video-conferencing and audio-conferencing
- ▶ Formal procedure

Giving a Talk

- ▶ Techniques of public speaking
- ▶ Preparation
- ▶ Developing the material
- ▶ Opening the talk
- ▶ Closing the talk
- ▶ Visual aids
- ▶ Use of notes
- ▶ Practising the talk
- ▶ Room and platform layout

- ▶ Delivery of the talk
- ▶ Summary – being a good speaker

Using Visual Aids

- ▶ General principles
- ▶ Whiteboards, electronic copy boards, interactive boards
- ▶ Flip charts
- ▶ Build-up visuals
- ▶ Physical objects
- ▶ Models and experiments
- ▶ Overhead Projector (OHP)
- ▶ Data projector or multimedia projector
- ▶ 35mm slide projector
- ▶ Videos and DVDs
- ▶ Closed circuit television and video
- ▶ Points to remember about visual aids
- ▶ Video and DVD hire and purchase
- ▶ Summary – being in control of visual aids

Faster Reading

- ▶ How do you read?
- ▶ The physical process of reading
- ▶ Ways of increasing your vocabulary
- ▶ Summary – faster reading

Better Reading

- ▶ Determine reading priorities
- ▶ Scanning
- ▶ Skimming
- ▶ SQ3R method of reading
- ▶ Summary – better reading

Writing Business Letters

- ▶ Why good letter-writing matters
- ▶ Backing up the phone call or meeting
- ▶ Planning a letter
- ▶ Layout and style
- ▶ The structure of a letter
- ▶ Dictating
- ▶ Standard letters
- ▶ Summary – writing business letters

Applying for a Job

- ▶ What sort of job do you want?
- ▶ What is available and what are they looking for?
- ▶ The application itself
- ▶ Job-hunting on the Internet
- ▶ Summary – applying for a job

Writing Reports

- ▶ What is a report?
- ▶ Types of report
- ▶ Essentials of a good report
- ▶ What is the purpose of the report?

- ▶ Fundamental structure
- ▶ Format, layout, headings and numbering
- ▶ Long formal reports
- ▶ House style
- ▶ How to get started
- ▶ Setting your objective
- ▶ Researching and assembling the material
- ▶ Organising the material and planning the report
- ▶ Writing the first draft
- ▶ Editing the report
- ▶ Producing the report
- ▶ Summary – report writing

Memos, Messages, Forms and Questionnaires

- ▶ Memos
- ▶ Email
- ▶ Fax
- ▶ Postcards and reply cards
- ▶ Text messaging
- ▶ Forms and questionnaires
- ▶ Summary – other writing tasks

Visual Communication

- ▶ When to use charts and graphs
- ▶ Presentation of statistical data
- ▶ Presenting continuous information
- ▶ Presenting discrete or non-continuous information
- ▶ Presenting non-statistical information effectively

Getting to Grips with Grammar

- ▶ Why does grammar matter?
- ▶ What is grammar?
- ▶ How good is your English?
- ▶ The parts of speech in brief
- ▶ The framework of English
- ▶ The architecture of the sentence

Common Problems with English

- ▶ Subject – verb agreement
- ▶ Problems with verbs
- ▶ Problems with adjectives
- ▶ Problems with adverbs
- ▶ Problems with pronouns
- ▶ Problems with prepositions and conjunctions
- ▶ Problems with ellipsis
- ▶ Problems with negatives
- ▶ Revision of grammar

Appendices

- ▶ A Punctuation made easy
- ▶ B Using capitals
- ▶ C Using numbers

- ▶ D Business clichés or 'commercialese'
- ▶ E Commonly misused and confused words
- ▶ F Ten (simple?) rules of spelling
- ▶ G Commonly misspelled words
- ▶ H Tips on modern business style
- ▶ I Differences between men and women communicating

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

- | | |
|----|--|
| 1. | Demonstrate how business communication strategies and principles can be applied to prepare effective communication for domestic and international business situations. |
| 2. | Discuss the relative merits of and appropriate organisational formats and channels used in developing and presenting business messages. |
| 3. | Demonstrate an understanding of the mechanics of oral and written communication including presentations, memos, letters, and reports. |
| 4. | Demonstrate language skills competency in grammar, spelling, punctuation, capitalization, number usage, and sentence structure by communicating in concise, clear, straightforward language. |
| 5. | Explain relative merits and mechanisms for communicating via electronic mail, Internet, and other electronic media. |
| 6. | To deliver an effective oral business presentation (Non credit bearing assessment). |
| 7. | To demonstrate problem-solving and critical-thinking skills by analysing business problems, resulting in functional business documents, memoranda, letters, and/or reports. |

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,7	2,5,7	1-7	1,2,5,7	6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
7	1-7	1,2,6,-7	1-7	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:**Main Text**

Mastering Communications, 5th edition, Nicky Stanton, Palgrave Macmillan

Alternative Texts

Practical Communications, F.W. Bergin, Pitman

People of Communication, D.W. Evans, Pitman

Basic Business Communication, K. Lesikar, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	Directed learning Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.4 Marketing Syllabus

Unit Title	Marketing
Unit Code	MK-0905
Level	5 Diploma
Credits	20
Unit Leader	BHW
Pre-requisites	
Main Aim(s) of the Unit:	
To provide students with a foundation for the analysis of marketing within organisations including decision making processes, segmentation, the role of information and the marketing information system, the marketing mix, internal and external influences affecting strategy, competitor analysis and positioning.	
Main Topics of Study:	
<p>Part A: The Concept and Process of Marketing</p> <p>Markets and Marketing</p> <ul style="list-style-type: none"> ▶ Marketing issues ▶ The marketing mix ▶ Marketing management ▶ Marketing and society <p>The Marketing Process: Strategy and Planning</p> <ul style="list-style-type: none"> ▶ Marketing strategy ▶ Marketing planning and strategy ▶ Marketing audit ▶ Environmental scanning ▶ Strategy formulation ▶ Marketing segmentation: introduction ▶ The marketing plan <p>Customer Focus: Cost and Benefits</p> <ul style="list-style-type: none"> ▶ Identifying the customer ▶ Building customer care relationships ▶ The quality movement ▶ Quality and customers <p>Part B: Segmentation, Targeting and Positioning</p> <p>The Marketing Environment</p> <ul style="list-style-type: none"> ▶ Marketing and the business environment ▶ The economic environment ▶ Social and cultural factors ▶ Political and legal aspects ▶ Technological issues ▶ Consumer rights ▶ The green movement ▶ Green marketing 	

Customers, Buyers, Clients and Consumers

- ▶ Customers, buyers, clients or consumers
- ▶ Consumer buying behaviour
- ▶ Influences on buying behaviour
- ▶ Social factors
- ▶ Personal factors
- ▶ Psychological factors
- ▶ Models of buying behaviour
- ▶ Organisational buying behaviour

Marketing Segmentation and Positioning

- ▶ Market segmentation
- ▶ Segmenting consumer markets
- ▶ Social status and social class
- ▶ Family life cycle
- ▶ Psychographics and culture
- ▶ Segmenting industrial markets
- ▶ Positioning products and brands

Part C: The Extended Marketing Mix

Product

- ▶ Reviewing the product
- ▶ The Product Life Cycle (PLC)
- ▶ Product range and portfolio
- ▶ Branding
- ▶ The Ansoff growth matrix

New Product Development

- ▶ The NPD process
- ▶ Risks of new product development
- ▶ Screening new product ideas
- ▶ New product adoption
- ▶ Other issues

Place: The Importance Distribution

- ▶ Place
- ▶ What are distribution channels?
- ▶ Points in the chain of distribution
- ▶ Selection of distribution channel
- ▶ Distribution
- ▶ Physical distribution
- ▶ Just In Time (JIT)

Pricing

- ▶ The importance of price
- ▶ Pricing policy and the marketing mix
- ▶ Price expectations
- ▶ Pricing strategy
- ▶ Approaches to pricing
- ▶ Competitive advantage

Pricing for Costs, Sales and Profit

- ▶ Break-even analysis
- ▶ Cost based approach to pricing

- ▶ Demand based approaches
- ▶ Other aspects of pricing

Promotion

- ▶ Promotion and communicating with customers
- ▶ Integrated marketing communication
- ▶ Advertising
- ▶ Successful advertising
- ▶ Media
- ▶ Planning an advertising campaign
- ▶ Branding
- ▶ The role of sales promotion
- ▶ Public Relations (PR)

Selling and Direct Marketing

- ▶ Personal selling
- ▶ Communicating with major purchasing influencers
- ▶ Direct marketing
- ▶ Acquisition and retention of customers
- ▶ Fulfilment

Part D: Marketing Segments and Contexts

Types of Market

- ▶ Definitions
- ▶ Consumer markets
- ▶ Business to business marketing
- ▶ Charity and not-for-profit marketing
- ▶ Other markets

Services Marketing

- ▶ Characteristics of services marketing
- ▶ The extended marketing mix for services
- ▶ The importance of people
- ▶ Service quality

International Markets

- ▶ International marketing opportunities – benefits and risks
- ▶ Market attractiveness
- ▶ International marketing environment
- ▶ Regional trade alliances and markets
- ▶ Product
- ▶ Place
- ▶ Price
- ▶ Promotion

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the marketing environment and the scope of tasks undertaken in marketing in the context of different organisational situations in which marketing is applied.
2.	Understand the decision making processes within consumer and organisational buying situations, explain the ways in which market segments are defined and recognise the importance of information in decisions concerning customers and markets.
3.	Assess the role of the marketing mix within the context of marketing decision making.

4.	Examine various marketing strategies used within different organisations and competitive situations.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	3,4	3,4	3,4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	3,4	1-4	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text Business Essentials: Marketing Principles, BPP Learning Media Ltd				
Alternative Texts Fundamentals of Marketing, W.G. Leader & N. Kyritsis, Stanley Thorne Marketing Principles and Practice, D. Adcock, Pearson Publishing Principles of Marketing, P. Kotler, Prentice Hall				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops These interactive sessions will be used to discuss concepts and allow students to present findings.			
50 hours	Directed learning Advance reading and preparation / Background research / individual and group preparation for seminars.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.5 Public Relations Syllabus

Unit Title	Public Relations
Unit Code	PR-0516
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit examines all the key areas of Public Relations and describes in detail the role of Public Relations within an organisation's marketing mix.</p> <p>The unit also explains the practical methods and techniques that can be used in order to support internal and external promotional campaigns.</p> <p>Students will be able to appreciate the importance of Public Relations within highly competitive domestic and international business environments.</p>	
Main Topics of Study:	
<p>Management and Organisation of Public Relations</p> <ul style="list-style-type: none"> ▶ Public relations definitions ▶ External environment ▶ Internal environment ▶ Systems theory ▶ Location of public relations department ▶ Future of public relations department <p>Role of Public Relations Practitioners</p> <ul style="list-style-type: none"> ▶ Types of public relations practitioners ▶ Role of the communicator ▶ Skills of ideal practitioner ▶ Role of theory in practice ▶ Education, professionalism and research <p>Media Context of Contemporary Public Relations and Journalism</p> <ul style="list-style-type: none"> ▶ Contemporary media context: the UK media industry ▶ Theories of media ▶ Regulating the media ▶ Issues for public relations arising from the global media environment ▶ Ethics of journalism and public relations <p>Public Relations and Democracy</p> <ul style="list-style-type: none"> ▶ Conditions for representative democracy ▶ Elections and voting ▶ Criticisms of modern democracy ▶ Pressure groups and democracy ▶ Democracy and multilevel governance ▶ Public relations and modern democracy <p>Corporate Social Responsibility</p> <ul style="list-style-type: none"> ▶ The social responsibilities of organisations ▶ Community and environmental responsibilities 	

- ▶ The demands of public opinion
- ▶ Discharging the organisation's social responsibilities
- ▶ Ethics and business practice
- ▶ Regulatory frameworks

International Public Relations

- ▶ Definition of international public relations
- ▶ Factors and driving forces behind internationalisation
- ▶ Global and local approaches to international public relations
- ▶ International public relations agency networks
- ▶ Public relations as a global profession
- ▶ Public relations for supranational organisations

Public Relations as Planned Communications

- ▶ Systems theories: emergence of public relations research
- ▶ Diversity in public relations
- ▶ Systems context of planning
- ▶ Setting objectives
- ▶ Identifying publics
- ▶ Messages, content, strategy and tactics
- ▶ Timescales and resources

Public Relations Research and Evaluation

- ▶ Context of research in public relations
- ▶ Designing research
- ▶ Research methods
- ▶ Designing research instruments
- ▶ Research applications
- ▶ Evaluation of public relations campaigns

Audiences and Corporate Image

- ▶ Passive and active audiences
- ▶ Stakeholders and publics
- ▶ Organisational public relations
- ▶ Organisational reputation, image and identity
- ▶ Personality and culture
- ▶ Organisational identity, strategy and process

Ethics and Professionalism in Public Relations

- ▶ Importance of ethics and professionalism in public relations
- ▶ Ethics and morality
- ▶ Ethical theories and ethical issues in public relations
- ▶ Ethical decision-making models and their application

Media Relations

- ▶ Role of media relations
- ▶ Media relations principles
- ▶ Negotiated news: media relations in practice
- ▶ Media partnerships
- ▶ Media relations techniques

Internal Communications

- ▶ Purpose of internal communication
- ▶ Segmenting internal publics
- ▶ Organisations: culture, leadership and strategic change

- ▶ Communication channels
- ▶ Employee perspective
- ▶ Ethical communication

Issues and Crisis Management

- ▶ Introduction to issues management
- ▶ Context of issues management
- ▶ Action planning: a framework for managing issues
- ▶ Crisis public relations management
- ▶ Communicating during a crisis
- ▶ The Internet and public relations crisis management
- ▶ Key principles in crisis management

Managing Community Involvement Programmes and Consumer Public Relations

- ▶ Corporate Community Involvement (CCI) programmes
- ▶ Employees and community programmes
- ▶ Cause-related programmes
- ▶ Evaluating community programmes
- ▶ Consumer public relations: tools and techniques
- ▶ Branding and value of public relations

Business-to-Business and Financial Public Relations

- ▶ Core principles of business-to-business public relations
- ▶ Trade journals and journalists
- ▶ Building corporate reputation
- ▶ Scope and contexts of public affairs
- ▶ Knowledge, skills, behaviour and ethics
- ▶ Financial public relations practice
- ▶ Emerging issues and trends

Integrated Marketing Communications and Sponsorship

- ▶ Strategic marketing communications planning
- ▶ Branding and integrated marketing communications
- ▶ Integrating the marketing communications mix
- ▶ Introduction to scope and context of sponsorship
- ▶ Management of sponsorship
- ▶ Features and characteristics of sponsorship
- ▶ 'Emotional marketing' and the emerging sponsorship age

Corporate Communications and Public Sector Communications

- ▶ Context and principles of corporate communications
- ▶ Interface of corporate communications and overall corporate strategy
- ▶ Corporate communication objectives
- ▶ Theories of public communication
- ▶ Central, local government and health sector communication
- ▶ Communication planning framework

Campaigning Organisations and Pressure Groups

- ▶ Types of campaigning organisation
- ▶ Campaign tactics
- ▶ People, politics and globalisation
- ▶ Building and evaluating consensus
- ▶ Practical guidelines for campaigning public relations

Arts, Leisure, Entertainment and Celebrity Public Relations

- ▶ Overview of the creative industries
- ▶ Role of public relations in the creative industries
- ▶ Public relations objectives, strategies and tactics for arts organisations
- ▶ Heroes, celebrity and the global celebrity industry
- ▶ Reasons for ‘buying into’ celebrities
- ▶ Development and maintenance of celebrity image

Future of Public Relations

- ▶ Future trends and issues for public relations
- ▶ Campaigning and pressure groups
- ▶ Internationalisation of public relations
- ▶ Practitioner roles and professionalism in public relations
- ▶ Specialisation of public relations practice
- ▶ Media fragmentation

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Explain the role of Public Relations within the promotional mix.
2.	Recommend methods and techniques that can be used in different market conditions.
3.	Appreciate the importance of different publics.
4.	Discuss the interaction between marketing and Public Relations.
5.	Critically assess the strategic perspective of Public Relations.
6.	Analyse and select appropriate methods and techniques used to evaluate the overall effectiveness of Public Relations campaigns.
7.	Recommend planning frameworks to achieve a fully integrated marketing communications campaign.
8.	Comment on the ethical issues to be considered by Public Relations practitioners.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2-5	1-5	2,3,4,5	1-5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
2-5	1-5	5-5	1-5	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:**Main Text**

Exploring Public Relations, 3rd edition, R. Tench & L. Yeomans, Pearson. ISBN: 978-0273757771

Alternative Text and Further Reading

Planning and Managing Public Relations Campaigns: A Strategic Approach, 3rd edition, A. Gregory, Kogan Page. ISBN: 978-0749468736

Public Relations: Principles and Practice, P.J. Kitchen, Thompson Learning. ISBN: 978-1861520913

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 Campaign Planning & Control Syllabus

Unit Title	Campaign Planning & Control
Unit Code	CPC-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit aims to develop students' ability to select and transfer marketing methodology from the body of theoretical learning and apply it to achieving academic standards of rigour in the delivery of commercially pragmatic IMC proposals; to develop students' practical capabilities to analyse an organisation's situation, rationalise the consequences, develop strategic thinking and set goals for achievement and implementation of an integrated communications strategy in response to those needs and; to develop highly employable, technically competent, self-confident students who can contribute immediately to the work place.</p>	
Main Topics of Study:	
<p>Introduction to the Marketing Communication Process</p> <ul style="list-style-type: none"> ▶ The marketing communications mix ▶ Advertising ▶ Public relations ▶ Sales promotions and other promotional activities <p>Advertising and Public Relations Theory and Practice</p> <ul style="list-style-type: none"> ▶ AIDA ▶ DAGMAR ▶ Hierarchy of effects ▶ Brand image and perception in communications <p>The Role of the Advertising Agencies</p> <ul style="list-style-type: none"> ▶ Search, evaluation and selection ▶ Media/client relationship ▶ Company/agency relationship ▶ Contracts, agreements, etc. <p>The Media</p> <ul style="list-style-type: none"> ▶ Magazines ▶ Newspapers ▶ Product brochures ▶ Sales literature ▶ Radio ▶ Television ▶ Outdoor ▶ Other media <p>Media Production</p> <ul style="list-style-type: none"> ▶ An introduction to printing, photography, copy ▶ Radio ▶ Outdoor advertising 	

- ▶ Television
- ▶ Decision making responsibility and co-ordination
- ▶ Cost restraints

Marketing Objectives

- ▶ The campaign objectives
- ▶ Strategies
- ▶ Campaign development
- ▶ Briefing the agencies

Market Research

- ▶ Corporate research
- ▶ Media research

The Campaign Plan and Budget Development

- ▶ Advertising
- ▶ Public relations
- ▶ Sales promotions
- ▶ Sampling
- ▶ Trade shows
- ▶ Merchandising, etc.

Creative Production/Traffic

- ▶ Advertising and public relations concepts
- ▶ Copy and press releases
- ▶ Layout design scheduling
- ▶ Campaign testing

The Campaign Launch

- ▶ Distribution of materials
- ▶ Co-ordination
- ▶ Internal and external communications

Developing the Public Relations Position

- ▶ Press release
- ▶ Copy and information gathering, i.e. testimonials and other success stories
- ▶ Community activities
- ▶ Organising interviews with the press and other activities
- ▶ Sales promotions
- ▶ The sales force
- ▶ Distributors
- ▶ Trade shows
- ▶ Exhibitions
- ▶ Organisation for the campaign launch and scheduling
- ▶ Internal and external communications
- ▶ Handling complaints and enquiries

Direct Marketing

- ▶ Mailing list research
- ▶ Buying and mailing
- ▶ Sales leads and data base systems
- ▶ Handling complaints and crisis
- ▶ Campaign monitoring and evaluation

Learning Outcomes for the Unit:				
At the end of this Unit, students will be able to:				
1.	Structure a realistic and coherent marketing communications plan based on considered evidence			
2.	Draft relevant, measurable performance objectives for both marketing and communications processes including the concept of incremental change.			
3.	Demonstrate a detailed understanding of the scope of each of the components of the marketing communications mix, namely advertising, sales promotion, public relations, direct marketing and personal selling.			
4.	Make informed judgments of the appropriateness of the scope of each of the components of the marketing communications mix, both alone and as part of an integrated solution.			
5.	Critically evaluate the role and importance of a variety of research techniques and sources in the planning, implementation and evaluation of marketing communication campaigns.			
6.	Explain the significance of segmentation, targeting and positioning in the creation of brand values and building / maintaining of brand equity over the longer term			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,2,3,4,5,6	3,5	1,2,3,4	3,5	1,3,5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1,2,4	1-6	3,4,5	1,2,5,6	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text Advertising: What It Is and How It Works, R. White, McGraw Hill				
Further Reading All About Public Relations, R. Haywood, McGraw Hill Success in Advertising & Promotion, D. Milner, John Murray				

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.7 Financial Management Syllabus

Unit Title	Financial Management
Unit Code	FM-0605
Level	6 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The course examines the theory and practice of corporate financial management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising. Where possible, topics will be considered in the context of the local financial environment and actual business practice.</p>	
Main Topics of Study:	
<p>The Construction of Financial Statements</p> <ul style="list-style-type: none"> ▶ Company accounts ▶ Cash-flow statements <p>Using Accounting Information</p> <ul style="list-style-type: none"> ▶ Accounting ratios ▶ Accounting standards <p>Management Accounting</p> <ul style="list-style-type: none"> ▶ Marginal costing ▶ Budgeting ▶ Capital investment appraisal <p>Sources of Business Finance</p> <ul style="list-style-type: none"> ▶ Long-term sources of finance ▶ Short-term sources of finance <p>Mergers and Takeovers</p> <ul style="list-style-type: none"> ▶ Reasons for growth via horizontal, vertical, or conglomerate integration ▶ Financing of growth ▶ The construction of basic group accounts <p>Capital Markets</p> <ul style="list-style-type: none"> ▶ The function of stock exchanges ▶ Share and bond issues ▶ Rights and bonus issues 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Have gained an understanding of the main decision areas in corporate finance, the issues arising and the financial environment in which these decisions are made.
2.	Demonstrate an understanding of the current treatment of investment and financing in situations of certainty and uncertainty, and have acquired the knowledge and skills to be able to apply a number of techniques to assist the decision making process.
3.	Be able to analyse, interpret and evaluate financial information as discussed in the course and previous courses.

4.	Have become acquainted with current issues and developments in the area of corporate financial management.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3	2-4	1-4	2
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please
2-4	1-4	2-3	1-4	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Note: There is no single textbook that covers the syllabus. Finance and Accounting by Richard Giles can be used as a basic source book but <u>must</u> be supplemented by further reading from websites or textbooks such as Accounting for Non-Accounting Students (J.R. Dyson) and Business Accounting (F. Wood).				
Main Text Finance & Accounting, R. Giles, ICM				
Further Reading Accounting for Non-Accounting Students, J.R. Dyson, Prentice Hall Frank Wood's Business Accounting 2, F. Wood & A. Sangster, Pitman				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.8 Management Theory & Practice Syllabus

Unit Title	Management Theory & Practice
Unit Code	MTP-0317
Level	6 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit is designed to develop the knowledge and understanding students have of business and management by exploring how management theory and practice has responded to the development of economic and social activity. Issues to do with globalisation, international competition, international marketing, translational corporate strategy, and international regulatory institutions are examined with respect to their implications for the management of organisations.</p>	
Main Topics of Study:	
<p>Part One – Management Theory</p> <p>Introduction</p> <ul style="list-style-type: none"> ▶ Management: an introduction <p>Classical Theories of Management</p> <ul style="list-style-type: none"> ▶ The search for principles of management ▶ Bureaucracy <p>Human Relations and Social Psychological Theories</p> <ul style="list-style-type: none"> ▶ Motivation – what motivates people? ▶ Motivation – how motivation occurs <p>Theories of Leadership and Group Behaviour</p> <ul style="list-style-type: none"> ▶ Leadership – theory and practice ▶ Groups and teams <p>Systems and Contingency Approaches to Management Theory</p> <ul style="list-style-type: none"> ▶ Organisations and systems ▶ Contingency approaches to management <p>Contemporary Approaches to Management Theory</p> <ul style="list-style-type: none"> ▶ Value-driven responsive organisations ▶ Managing the supply chain <p>Part Two – Management in Practice</p> <p>The Context of Management</p> <ul style="list-style-type: none"> ▶ The business environment ▶ Organisations ▶ Organisational culture ▶ Diversity <p>Strategy</p> <ul style="list-style-type: none"> ▶ Decision making in organisations ▶ Strategic aspects of management ▶ Strategy in practice ▶ Managing strategy <p>Organising for Management</p> <ul style="list-style-type: none"> ▶ Organising the workforce – organisation structures and designs 	

- ▶ Organising work
- ▶ Organising for innovation
- ▶ Organising for engagement
- ▶ Reorganising – managing change
- ▶ Organising communications
- ▶ Organising yourself – the manager’s role

Control in Management

- ▶ Organisational control
- ▶ Managing quality
- ▶ Managing risk

Part Three – Functional Management: Marketing, Operations Management, HRM, Financial and IT

Marketing Management

- ▶ Marketing fundamentals
- ▶ The marketing mix: product and price
- ▶ The marketing mix: distribution
- ▶ The marketing mix: promotion
- ▶ Customer-oriented marketing approaches

Operations Management

- ▶ Managing the procurement function
- ▶ Managing the logistics function
- ▶ Managing the operations function
- ▶ Operations technology

HRM

- ▶ Human resource management
- ▶ Resourcing: recruitment, selection and appointment
- ▶ Performance management and human resource development
- ▶ The employment relationship
- ▶ International human resource management

Financial Aspects of Management

- ▶ Financial and management accounting – an introduction
- ▶ Budgeting process, pricing and capital investment decisions

Information Resource Management

- ▶ The role of information technology and business information systems
- ▶ Managing information systems

Part Four – Global Management

- ▶ Global management
- ▶ Managing globally

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Evaluate theories of management and organisations and explain how they fit with the nature of the managerial task and process.
2.	Explain particular issues faced by small businesses.
3.	Using case examples apply theory and concepts to business strategies from the perspective of top management and evaluate the concept of competitive advantage.
4.	Critically evaluate the management of organisational conflict and politics.
5.	Articulate and illustrate the potential conflict between profit and social responsibility.

6.	Identify the characteristics of cross-cultural management and critically compare management styles.			
The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,6	2-6	1	2-6	4,5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-6	2-6	2-6	-
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:				Weighting:
Examination: 3 hours duration				100%
Indicative Reading for this Unit:				
Main Text Management Theory and Practice, 8th edition, G.A. Cole and Phil Kelly, Cengage Learning EMEA. ISBN: 978-1408095270				
Alternative Texts and Further Reading Understanding Organisations, 4th edition, C. Handy, Penguin. ISBN: 978-0140156034 Management: An Introduction, 6th edition, 2014, David Boddy, Pearson. ISBN: 978-1292004242 Management & Organisational Behaviour, 10th edition, 2013, Laurie J. Mullins with Gill Christy, Pearson. ISBN: 978-0273792642				
Guideline for Teaching and Learning Time (10 hrs per credit):				
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

13.1.9 Strategic Marketing Management Syllabus

Unit Title	Strategic Marketing Management
Unit Code	SMM-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
Main Aim(s) of the Unit:	
This unit aims to provide a critical appreciation of the scope and theoretical perspectives of strategy which will enable students to better understand the frameworks of strategy and business ethics as applied to marketing, and to appreciate the practical value of these frameworks in a range of business situations.	
Main Topics of Study:	
<p>Introduction</p> <ul style="list-style-type: none"> ▶ The nature of marketing ▶ The management process ▶ A modelling approach ▶ Strategic decisions and the nature of the strategy ▶ The marketing/strategy interface <p>Marketing Auditing and SWOT Analysis</p> <ul style="list-style-type: none"> ▶ Marketing audit – its meaning ▶ Reviewing marketing effectiveness ▶ Role of SWOT analysis ▶ Characteristics of effective audits <p>Segmental Productivity and Ratio Analysis</p> <ul style="list-style-type: none"> ▶ Costs categories ▶ Marketing costs analysis ▶ Segmental analysis ▶ Marketing experimentation ▶ Customer profitability analysis ▶ Nature of productivity ▶ Use of ratio <p>Approach to Competitor Analysis</p> <ul style="list-style-type: none"> ▶ Meaning of competitor ▶ Competitive relations evaluation ▶ Identifying competitors objectives ▶ Competitors strengths and weaknesses ▶ Competitive responses ▶ Competitive Information system <p>Approach to Customer Analysis</p> <ul style="list-style-type: none"> ▶ Model of buyer behaviour ▶ Factors influencing consumer behaviour ▶ The buying decision process ▶ Organisational buying behaviour 	

Mission and Objectives

- ▶ Purpose of planning
- ▶ Establishing corporate mission
- ▶ Influences on objectives and strategies
- ▶ Setting objectives and targets
- ▶ Development of strategies

Structural, Market and Environment Analysis

- ▶ Analysing the environment
- ▶ Nature of the marketing environment
- ▶ Micro and macro-environmental analysis
- ▶ Approaches to environmental analysis

Market Segmentation, Targeting and Positioning

- ▶ Nature and purpose of market segmentation
- ▶ Bases for segmentation
- ▶ Approaches to segmenting industrial markets
- ▶ Market targeting
- ▶ Product positioning

Formulation of Strategy**Analysing the Product Portfolio**

- ▶ The development of strategic perspective models of portfolio analysis
- ▶ Market attractiveness

Generic Strategies for Leaders, Followers, Challengers and Nichers

- ▶ Types of strategy, Porter's strategies
- ▶ Identifying potential competitive advantages
- ▶ Strategies for market leaders, market challengers, market followers and market nichers
- ▶ Dangers of strategic wearout

Pricing Policies and Strategies

- ▶ Role and significance of price
- ▶ Approaches to price setting
- ▶ Pricing objectives
- ▶ Pricing methods
- ▶ Using price as a tactical weapon
- ▶ Offensive pricing

Promotional Plan

- ▶ The promotional mix
- ▶ Integrating the elements of the promotion mix
- ▶ Advertising plan
- ▶ Planning for personal selling

Distribution Plan

- ▶ Distribution audit
- ▶ Distribution objectives
- ▶ Distribution strategies
- ▶ Evaluation and control

Criteria of Choice in Decision Making

- ▶ Financial and non-financial criteria
- ▶ Multiple criteria, modelling approaches
- ▶ Financial and non-financial plans

Strategic Implementation and Control

- ▶ Marketing feedback and control systems
- ▶ Basic control concepts and their application throughout the planning and implementation process
- ▶ Problem areas and organisational considerations
- ▶ The role of internal marketing, management controls, budget, networks, performance evaluation, ratio analysis, corrective responses, bench-marking
- ▶ The auditing process

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Critically evaluate a range of theoretical frameworks of strategic marketing and marketing ethics and apply them in analysing strategic issues in business situations.
2.	Propose appropriate responses consistent with the aims of strategic marketing and marketing ethics.
3.	To provide a critical appreciation of the scope and underlying concepts of, and theoretical perspectives on, strategic marketing.
4.	Evaluate the marketing strategies of organisations and assess how the marketing strategies adopted in particular organisations have contributed to organisational performance.
5.	Describe and assess the range of marketing strategies available to organisations in a range of environmental contexts.
6.	Identify and assess the means of securing a competitive advantage for particular companies.

The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	1-6	2,3	1-4	1-6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1-6	1-6	1-4,5	1-6	-

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:**Main Text**

Strategic Marketing Management: Planning Implementation & Control, R. Wilson & C. Gilligan, Butterworth Heinemann

Alternative Texts and Further Reading

Marketing Management, Philip Kotler, Prentice Hall

Marketing Plans: How to Prepare Them, How to Use Them, M.H.B. McDonald, Butterworth Heinemann

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.