Programme specification

1. Overview / factual information

Programme/award title(s)	a. BSc (Hons) – Marketing b. BSc – Marketing c. Diploma in Higher Education – Marketing d. Certificate in Higher Education - Marketing
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2021
Date of latest OU (re)validation	May 2021
Next revalidation	2031
Credit points achieved for the award	360
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	General Business and Management
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements).	QAA Characteristics Statements Students' programme feedback Marketing Society Governing body Advisory Board Advance HE Alumni Careers Office

For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT-3 years
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	December 2025

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

Introduction

The marketing departement belongs to the School of Business and Economics (SBE) of Deree, the American College of Greece. The department of marketing has a long tradition at the American College of more than fifty years and has been the first Marketing program offered in Greece. Graduates of the department hold senior managerial and academic positions both in Europe, and in other continents. The programme in Marketing is a stand alone programme, BSc. in Marketing The educational aims and objectives of the programme BSc. in Marketing program are reviewed and administered in line with the College's and School's overall mission, as shown below:

The American College of Greece Mission

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship, and service.

School of Business and Economics mission

Deree School of Business and Economics is committed to providing academically rigorous economics and business and programs that equip students with knowledge and thinking skills grounded on liberal education, economics foundations, business functions and sound specialization components.

Mission of the Marketing program

In congruence with the mission of the College, the mission of the Marketing Department is to equip students with specialised knowledge and skills that will enable them to pursue graduate studies or professional careers in marketing related fields and become lifelong learners.

Program Goals

1. Develop advanced knowledge of marketing theories and concepts.

2. Develop communication and presentation skills for the marketing profession.

3. Develop the ability to collaborate in groups to solve marketing problems.

4. Acquire digital skills for the marketing discipline/profession.

5. Apply problem-solving and critical evaluation skills which will enable students to provide solutions to problems in contemporary marketing areas.

6. Develop students' understanding of ethical issues and sustainability practices in the marketing industry so that they become responsible professionals and global citizens.

Program Learning Outcomes

1. Demonstrate knowledge and understanding of the external environment and its impact on business.

2. Demonstrate knowledge and understanding of relevant business functions.

3. Demonstrate knowledge and understanding of methodological approaches, frameworks and tools in conducting research in a business context.

4. Demonstrate deep knowledge and understanding of major marketing theories and concepts in the area of marketing.

5. Apply critical thinking to create, evaluate and assess a range of options in solving complex marketing problems.

6. Analyse and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making.

7. Use quantitative and qualitative methods and tools in analysing, solving marketing problems, and communicate information.

8. Demonstrate effective written and oral communication skills in different business settings.

Program level competencies

Marketing Programme graduates should be able to:

1. Demonstrate deep knowledge and understanding of major marketing theories and concepts in the area of marketing.

2. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making in marketing.

3. Analyse and synthesize the marketing strategies that are at play at all business types and how they affect an organization's practices.

4. Employ quantitative and qualitative methods and tools in analyzing, solving marketing problems, and communicate information.

5. Critically evaluate different business approaches deriving from information technology and new media developments through digitization on the four elements of the marketing mix (Product, Price, Place, and Promotion).

6. Apply the knowledge and skills gained in the various marketing courses in business.

The programme satisfies the QAA Business and Management Subject Benchmark Statement (2023) for subject-specific and generic skills. The programme's **learning outcomes** specify that upon completion of the Marketing programme, students will be able to:

A. Knowledge and understanding

A.1. Demonstrate knowledge and understanding of marketing principles, covering a complex range of organisations.

A2. Demonstrate knowledge and understanding of the role of marketing as a business function and its contribution to individual firms and to the economy.

A3. Demonstrate knowledge and understanding of marketing theories, marketing strategy and marketing performance.

A4. Demonstrate knowledge and understanding of the role of marketing strategy at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations.

A5. Demonstrate knowledge, understanding and critical appreciation of marketing theories, models and strategy in a wider business environment.

A6. Demonstrate knowledge, understanding and critical evaluation in the areas ethics, sustainability and corporate responsibility, particularly in relation to social, cultural, legal, economic and environmental issues.

B. Cognitive skills

B1. Develop and apply a market research process and the different methods involved in data collection and data analysis, applied in different market contexts.
B2. Analyze data and evaluate a range of data, sources of information and appropriate methodologies.
B3. Analyze data and circumstances to determine the cause of a problem, decision-making, and select appropriate, sustainable solutions.
B4. Link research findings with strategic marketing strategy, ethics, and sustainability in a wider business environment.

C. Practical and Professional Skills

C1. Develop effective verbal, non-verbal, written and digital communication
C2. Be able to work collaboratively and inclusively
C3. Define research and managerial questions and plans and apply appropriate methodologies
C4. Apply research tools towards effective problem – solving.
C5. Prepare reports on marketing results and deriving conclusions and/or policy implications
C6. Develop conceptual, systemic, and critical thinking, analysis, synthesis, and evaluation regarding advanced marketing issues.

D. Key/Transferable Skills

D1. Apply basic Self-reflection practices: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development.
D2. Develop self-management skills including development as independent learners, and a readiness to accept responsibility and flexibility.
D3. Address current market challenges in a sustainable and ethical manner by considering all shareholders and the society at large.
D4. Handle complexity, tolerate uncertainty, challenge assumptions, use evidence to inform critical thinking, be resilient, self-starting, and appropriately assertive.
D5. Make use of marketing concepts and tools in strategic thinking and decision making.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for

progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- ***The Liberal Education curriculum (43 US credits)***
- ***Concentration (72 US 360 UK credits)***
- ***General electives (6 US credits).***

Liberal Education (distributive requirements) ……	43
Academic Writing and Research ……	9
Professional Communication ……	3
Information Systems ……	3
Natural Sciences ……	
(students are required to complete any two courses in natural science, one of which must have a lab component)	
Social and Behavioural Sciences ……	9
Humanities ……	3
Ethics ……	3
Fine and Performing Arts……	3
Mathematics……	3

Liberal Education Mission

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the knowledge, intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

a. Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
b. Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.

c. Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
d. Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

a. Discuss issues of identity and inclusion.
b. Explain different dimensions of sustainability and how it relates to one's discipline.
c. Discuss ways of responsible civic engagement.
d. Engage in activities that serve the needs of the local and global community.
e. Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

a. Discuss world history or sociocultural traditions from different perspectives.
b. Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
c. Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
d. Evaluate perspectives on cultural diversity.

4. Ethics and Values

a. Explain the importance of values in our venture to understand the world.
b. Identify ethical issues in different contexts, especially in one's major course of study.
c. Discuss ideologies and ethical principles upheld by different cultures and cocultures.
d. Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

a. Discuss the main themes, symbols, and means of expression in various art forms.
b. Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
c. Reflect on the outcomes of an artistic work.

d. Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6. Scientific and Quantitative Literacy

a. Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
b. Discuss the impact of science and technology on the individual, society, and the physical environment. Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
c. Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7. Integration

a. Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
b. Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

a. BSc (Hons) – Marketing
b. BSc – Marketing
c. Diploma in Higher Education – Marketing
d. Certificate in Higher Education – Marketing

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
EC 1000 Principles of Microeconomics	15				Fall/Spring
BU 2003 Business Legal Issues	15				Fall/Spring
AF 2007 Financial Accounting	15				Fall/Spring
EC 1101 Principles of Macroeconomics	15				Fall/Spring
CS 2179 Business Information Systems	15				Fall/Spring
MA 2021 Applied Statistics	15				Fall/Spring
MG 2003 Management Principles	15				Fall/Spring
MK 2030 Introduction to Marketing	15				Fall/Spring
TOTAL LEVEL 4	120				

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
			No	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: A.1. Demonstrate knowledge and understanding of marketing principles, covering a complex range of organisations. A2. Demonstrate knowledge and understanding of the role of marketing as a business function and its contribution to individual firms and to the economy.	In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4: - Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
A3. Demonstrate knowledge and understanding of marketing theories, marketing strategy, and marketing performance. A4. Demonstrate knowledge and understanding of the role of marketing strategy at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations.	- Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning. - Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. - Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc.

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	- Student learning is guided by the teaching staff and provides the ground for students to lay the foundations for more demanding modules at level 5. - Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools. - Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student's grade. -

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: B1. Develop and apply a market research process and the different methods involved in data collection and data analysis, applied in different market contexts. B2. Analyze data and evaluate a range of data, sources of information and appropriate methodologies. B3. Analyse data and circumstances to determine the cause of a problem, decision-making and select appropriate, sustainable solutions. B4. Link research findings with strategic marketing strategy, ethics and sustainability in a wider business environment.	The description in Section 3A, which underpins learning and teaching as well as assessment practice in all levels of study, clearly explains that the design of the programme as well as most modules are seen as inextricably linked to the cognitive processes involved in student learning. The way that learning outcomes are devised for each module demonstrates the programme's focus on developing cognitive skills across all levels of study. The exact correspondence between the programme learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Marketing programme, students will be able to: C1. Develop effective verbal, non-verbal, written and digital communication C2. Be able to work collaboratively and inclusively C3. Define research and managerial questions and plans and apply appropriate methodologies C4. Apply research tools towards effective problem – solving. C5. Prepare reports on marketing results and deriving conclusions and/or policy implications C6. Develop conceptual, systemic and critical thinking, analysis, synthesis and evaluation regarding advanced marketing issues.	Further to the information in Sections 3A and 3B, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or quantitative tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules. The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: D1. Apply basic Self-reflection practices: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development. D2. Develop self-management skills including development as independent learners, a readiness to accept responsibility and flexibility.	Further to the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods encourage students to apply themselves academically not only in terms of content coverage and cognition, but also in terms of developing skills that are applicable in other areas of their life, including their future academic and professional pursuits. This manner of engaging with their own studies according to academic principles and values, but also taking a broader view of themselves as learners, citizens and future professionals, is reinforced throughout their contact both with instructors and with College literature such as the Student Handbook.

[Please insert here title(s) of exit award(s) at Level 4, if applicable]
[Certificate of Higher Education in Marketing]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
PH 3005 Business Ethics	15				Fall/Spring
FN 3105 Financial Management	15				Fall/Spring
BU 3133 Business Research Methods	15				Fall/Spring
MK 3159 Consumer Behaviour	15				Fall/Spring
MK 3131 Marketing Management	15				Fall/Spring
MK 3135 Marketing Communications	15				Fall/Spring
MK 3155 Business to Business Marketing	15				Fall/Spring
MK 3134 Brand Management	15				Fall/Spring
TOTAL LEVEL 4	120				

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
			No	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to:	In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5: • Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations and external speaker presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
A.1. Demonstrate knowledge and understanding of marketing principles, covering a complex range of organisations. A2. Demonstrate knowledge and understanding of the role of marketing as a business function and its contribution to individual firms and to the economy. A3. Demonstrate knowledge and understanding of marketing theories, marketing strategy and marketing performance. A4. Demonstrate knowledge and understanding of the role of marketing strategy at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations.	the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations and external speakers familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. • Classes at Level 5 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning. • Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	• Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc. • Student learning is guided by the teaching staff and provides the ground for students to lay the foundations for more demanding modules at level 6. • Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools. • Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, group assignments and team coursework, presentations, questions and answers on assessments delivered. They do not contribute to the student's grade. • Summative assessment includes unseen written exams,

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	coursework, research papers and research projects and presentations. Summative assessments do contribute to the student's grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves as a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include coursework, midterm examination and final examination. ● Examinations consist of open essay-type questions and/or problem-solving scenarios. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also can receive feedback on their final assessment.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Marketing programme, students will be able to: B1. Develop and apply a market research process and the different methods involved in data collection and data analysis, applied in different market contexts. B2. Analyze data and evaluate a range of data, sources of information and appropriate methodologies. B3. Analyse data and circumstances to determine the cause of a problem, decision-making and select appropriate, sustainable solutions. B4. Link research findings with strategic marketing strategy, ethics and sustainability in a wider business environment.	As articulated in the previous page, and further to Sections 3A and 3B in relation to level 4, the learning and teaching strategy at level 5 places more emphasis on enabling students to critically engage with their studies by reflecting on the essential interconnections between economic issues, relying more on research-based learning, considering the interests of various stakeholders involved in, or affected by, economic developments and economic policies and employ relevant terminology and examples accurately. The above priorities are mirrored in the design of assessment tasks, which, depending on the module, award points for effective synthesis and organisation of arguments, engagement with required tasks, accuracy in referencing source material according to academic convention, etc. The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Marketing programme, students will be able to: C1. Develop effective verbal, non-verbal, written and digital communication C2. Be able to work collaboratively and inclusively C3. Define research and managerial questions and plans and apply appropriate methodologies C4. Apply research tools towards effective problem – solving. C5. Prepare reports on marketing results and deriving conclusions and/or policy implications C6. Develop conceptual, systemic and critical thinking, analysis, synthesis and evaluation regarding advanced marketing issues.	Further to the information in Sections 3A and 3B, and building on the work carried out at level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications created by, or tools employed in response to, the analysis and evaluation of various economic issues discussed in respective modules. The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: D1. Apply basic Self-reflection practices: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures - this includes a continuing appetite for development. D2. Develop self-management skills including development as independent learners, a readiness to accept responsibility and flexibility.	In congruence with the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods employed at level 5 further encourage students to engage with their studies in terms of developing skills that they can apply in other areas of their life, including their future academic and professional pursuits. This is particularly aided by the broader range of assessment types employed, which afford students more autonomy in conducting research, evaluating the relevance of source materials, managing their time in addressing the requirements of seen assessments, and taking ownership of their learning and progression.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

[Diploma of Higher Education in Marketing]

In accordance with the framework for higher education qualifications, students that exit the programme upon completion of Level 4 and Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in Marketing

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
MK 4104 Digital & Social Media Marketing	15	Optional (3 FROM THE LIST BELOW) MK 4156 Retail & Supply Chain Management (Fall) MK 4157 International Marketing (Fall/Spring) MK 4162 Marketing of Services (Fall/Spring) MK 4153 Sales Management (Spring) MK 4245 Promotions Events & Experiences (Fall) MK4242 Marketing Creativity & Innovation (Spring) MK4249 Advertising for Marketers (Fall) MK4143 Food Choices & Lifestyle (Fall) MK4226 Luxury Brand Management (Fall/Spring) MK43XX Sustainability, Ethics, & Cause-related Marketing* (Fall) MK44XX Digital Marketing Analytics* (Spring)			Spring/Fall	
MK 4247 Applied Marketing Management & Metrics	15				Spring/Fall	
MK 4358 Applied Marketing Research	15				Spring/Fall	
MK 4468 Integrated Marketing Communications Campaigns	15				Spring/Fall	
MK 4860 Marketing Strategy & Topics	15				Spring/Fall	
TOTAL COMPULSORY MODULES	**75**	**TOTAL ELECTIVES MODULES**				

Programme Structure - LEVEL 6						
TOTAL LEVEL 6	**120**					

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: A4. Demonstrate knowledge and understanding of the role of marketing strategy at a local, national and international level and includes a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, that impact on organisations.	In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6: • Classes consist of lectures, discussions, collaborative in-class small projects or case studies, workshops and presentations from guest speakers as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects and workshops reinforce students' cognitive and key transferable skills. Guest lecture presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
A5. Demonstrate knowledge, understanding and critical appreciation of marketing theories, models and strategy in a wider business environment. A6. Demonstrate knowledge, understanding and critical evaluation in the areas ethics, sustainability and corporate responsibility, particularly in relation to social, cultural, legal, economic and environmental issues.	• Classes at Level 6 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning. • Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor to consult and discuss issues related to the course's content. • Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc. • Student learning is guided by the teaching staff and provides the ground for students to pursue graduate studies or start their career

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	in marketing ● Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools. Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the students' grade. Summative assessment includes unseen written exams, coursework, research papers and projects. Summative assessments do contribute to the student's grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves as a tool for reflection by informing students to what extent they have met learning outcomes and provide

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	guidance on how to improve their future work. Summative assessments at this level include: coursework, midterm examination and final examination. Examinations consist of open essay-type questions and/or problem-solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Marketing programme, students will be able to: B2. Analyze data and evaluate a range of data, sources of information and appropriate methodologies. B3. Analyse data and circumstances to determine the cause of a problem, decision-making and select appropriate, sustainable solutions. B4. Link research findings with strategic marketing strategy, ethics and sustainability in a wider business environment.	Using the example of the two modules mentioned in the previous section, level 6 learning and teaching practices and assessment methods place particular emphasis on the way students engage with the subject areas covered, and particularly on developing the element of criticality. Students at this level are expected to be able to critically analyse and evaluate different economic policy proposals and their implications. As in other levels of study, this is aided by the purposeful design of individual module learning outcomes, and supported by the learning and teaching approaches, design of module materials, etc. As an indication, active learning and problem-based learning gain more prominence than at levels 4 and 5 during classroom discussions as well as in project supervision meetings, and they are clearly articulated in assessment briefs. This emphasis is also employed in the feedback offered to students both on draft work and in formal submissions of assessment tasks (for seen assessment components). The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table.

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Marketing programme, students will be able to: C1. Develop effective verbal, non-verbal, written and digital communication C2. Be able to work collaboratively and inclusively C3. Define research and managerial questions and plans and apply appropriate methodologies C4. Apply research tools towards effective problem – solving. C5. Prepare reports on marketing results and deriving conclusions and/or policy implications C6. Develop conceptual, systemic and critical thinking, analysis, synthesis and evaluation regarding advanced marketing issues.	Further to the information in Sections 3A and 3B, and building on the work carried out at levels 4 and 5, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). The nature of some of the assessment tasks employed at level 6, require students to synthesize various practical skills in the context of more substantial projects that involve more inventiveness and tenacity in sourcing relevant material, reflecting on potential solutions to economic problems, etc. The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at level 6 is mapped in the relevant table.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the Marketing programme, students will be able to: D2. Develop self-management skills including development as independent learners, a readiness to accept responsibility and flexibility. D3. Address current market challenges in sustainable and ethical manner by considering all shareholders and the society at large. D4. Handle complexity, tolerate uncertainty, challenge assumptions, use evidence to inform critical thinking, be resilient, self-starting and appropriately assertive. D5. Make use of marketing concepts and tools in strategic thinking and decision making.	The timing of the learning and teaching experience as well as the assessment methods employed at level 6 is conducive to placing more emphasis on developing students' competences in areas that can be applied in contexts beyond their studies. As they get closer to the completion of the programme, students often have the opportunity to employ more planning-related skills in considering their steps after graduation. This is reflected in the learning and teaching approaches adopted by both instructors and learners, and is encouraged by the nature of assessment tasks at level 6. This category of skills become more relevant as students see themselves as future professionals rather than as students, and instructors build on the opportunity to help students develop relevant skills through their pastoral care and advising as well as through their classroom practice.

[Please insert here title of exit awards(s) at Level 6]

- **[BSc (Honours) in Marketing]**
- **[BSc in Marketing]**

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

➢ where in the structure above a professional/placement year fits in and how it may affect progression
➢ any restrictions regarding the availability of elective modules
➢ where in the programme structure students must make a choice of pathway/route

- **Additional considerations for apprenticeships:**

➢ how the delivery of the academic award fits in with the wider apprenticeship
➢ the integration of the 'on the job' and 'off the job' training
➢ how the academic award fits within the assessment of the apprenticeship

- There are no restrictions regarding the availability of elective modules.
- The internship placement in the US degree does not affect progression.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Academic advising is primarily carried out by the Department Chair and the Programm Co-ordinator in coordination with the Academic Advising Office. Students also can consult Marketing programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programmes. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and

resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Marketing Society represents Marketing students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Programme introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programmes and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

ACG Care Center
The psychoeducational care of our students will now fall under the umbrella of the newly established ACG Care Center. The mission of the Care Center is to support students in their academic journey by offering assessment and accommodations related to their academic responsibilities, including examinations. We are committed to working closely with you to ensure that our students receive the care and support they need to thrive. The staff at the Care Center collaborates with faculty to support our students' well-being and success. The Care Center is housed at the Counseling Center offices, located on the zero level of the CN Building. The Center can be reached at extension 1081 or via email at carecenter@acg.edu.

The **Student Handbook** provides detailed information about the Marketing programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual programme student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre (SSC)** is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

According to the Deree Undergraduate Catalog 2024-2025 - US-authorized / US-accredited & Student Handbook Open University Validated Award, to qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice.

Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience).

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined

in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall unweighted Grade Point Average (GPA) of 2.75 /4.0 in a US curriculum school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis. Students admitted on a provisional basis will be required to fulfil the following conditions to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student's progress very closely and may require that they seek academic help through the Student Academic Support Services.

The number of courses students will be allowed to register for will be determined by their English Language Placement (see section “Evidence of Proficiency in English”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.

After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.

Students on provisional status are subject to the College probation policy.
The following is required for all freshmen applicants:
1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.
Candidates will attend an interview with a designated College representative after all application material has been submitted to assess their profile through a discussion on their academic and non-academic achievements. The Admissions decision will be communicated to the candidate within 10 working days following the interview.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

The Academic Council reviews and updates the Teaching and Learning Strategy as well as the Assessment Strategy to help assure alignment across teaching and learning, programme learning objectives and assessment; this should be mutually reinforcing.

The Marketing programme team monitors the effectiveness of the teaching methods and assessment strategy on an ongoing basis. Instrumental here is student performance, which provides reliable feedback on the extent to which students meet the learning outcomes.

The Marketing Programme use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each course (through *CourseEval*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They

are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.

- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Marketing Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

Module leaders and module teams reflect on student performance in the Module Leader Reports, which are developed following the completion of each module at the end of the semester. In these reports, module leaders specifically reflect on the extent to which students have met the learning outcomes. These reports are included in the module material reviewed by the External Examiner during the Board of Examiners meetings. The Module Leader Reports trigger a meaningful and continuous process of self-reflection on the effectiveness of the teaching methods and the assessment strategy, which results in targeted actions for improvement.

In addition, students provide valuable feedback on the effectiveness of teaching methods and assessment tasks through the module evaluations, which are completed towards the end of the semester. As is explained in Student feedback is collected through a variety of formal and informal channels and informs actions aimed at improving the quality of instruction and module delivery.

The External Examiner and the Board of Examiners are additional reliable sources that attest to the effectiveness of the teaching methods and the assessment strategy in achieving the learning outcomes. The External Examiner reviews and eventually approves all assessment tasks prior to their administration to students. The Examiner reviews student performance during the Board of Examiners meetings, comments on the extent to which learning outcomes are met and pinpoints areas for improvement, as well as methods for achieving such improvement. Please refer to Section 15, for the

specific ways in which the programme team translates the Examiner's feedback into actual improvement.
The Academic Reviewer also monitors the continuous effectiveness of the programmes in enabling students to meet learning outcomes. The Department Chair interacts when necessary, with the Academic Reviewer during the Board of Examiners meetings, which take place twice a year.

Finally, in the annual performance evaluation the department formally provides a comprehensive account of all actions taken to monitor, control and improve on the effectiveness of teaching methods and the assessment strategy in meeting learning outcomes.

11. Changes made to the programme since last (re)validation

Based on benchmarking from UK and US institutions, input from the School of Business and Economics Advisory Board, feedback from Marketing students and alumni who pursue graduate studies and/or are employed in Greece or abroad, the following key changes are proposed.

Overall, the proposed revisions reflect:

- The need to update teaching material
- The need to revise assessments towards providing more diversity and reflect AI effective use while enhancing both individual and collaborative learning
- The need to enhance the digital focus within
- The need to address key sustainability aspects
- The need to minimize noted overlaps between existing modules.

Below, proposed modifications are presented.

A. Programme-wide Proposed Changes:

Moderate Changes in assessments:
The changes in the assessments foster individual and collaborative learning. Assessments were revised to capture **individual and collaborative learning**.

Presentations were added to develop soft skills and reflect AI misuse. Some projects were replaced by final written closed book exams.

- Project Presentations were added in the project (i.e.; MK3131; MK4162; MK4358)
- Focus on closed book written exam (i.e.; MK3134; MK3159)

Overall, **the diversity of assessments is increased** (closed books exams, individual and group presentation, multiple choices, in-class project).

Moderate changes in content:

- More ***focus on digital marketing*** (i.e.; MK2030 and other communication focused courses).
- ***Minimize overlap*** between BU3133 and MK4358, & MK2030 and MK3131.

Change in Program Structure:

MA 2105 Applied Calculus course will switch place with EC 1000 Principles of Microeconomics.
MA 2005 will be delivered as a Liberal Education Course in the revised Programme.
EC 1000 Principles of Microeconomics will be deliberd in the Concnetration Level 4 Course.

B. Module-specific Changes:

BU3133 Business Research Methods (minor change)

Change in Rubric number from Bu3233 to BU3133. It was wrong and revised as there is only one prerequisite

MK2030 Introduction to Marketing (moderate change)

The updated catalog description and the indicative content include minor revisions, including the focus on digital marketing. Updated reading material are suggested in the recommended reading list.

MK3131 Marketing Management (moderate change)

Change in the catalogue description and the learning outcomes and the first assessment. The changes reflect the progression of students from Introduction to Marketing (MK2030) to Marketing Management (MK3131) focusing more on marketing planning and strategy and the value of oral in-class presentation (1st assessment).

MK 4246 Luxury Brand Management (Previously: Luxury Branding & fashion) (major change)

Title Change, addition of prerequisite, minor revision in description and updates.

The fashion component has been removed from the title as more sectors do accommodate the luxury branding strategy. The module MK 3134 Brand Management has been added to support student learning and advance the knowledge of this module. Catalogue description, and rationale have been updated to accommodate the digital dimension the sector experiences. An overall shorting of the description, and the rationale were attempted to make clear the module's necessity for the contemporary business world.

MK4247 Applied Marketing Management & Metrics (moderate change)

The content of the module is revised towards enhancing the focus on marketing metrics. Currently, there is equal focus on strategic marketing and marketing metrics. Elaborating on the revisions in MK3131 towards enhancing the strategic marketing focus, the MK4247 will build on this and focus on metrics.

MK4249 Advertising for Marketers (Advertising in Digital & Mass Media) (minor change)

Change in the course title, rationale, LO 3, assessments and reading list and resources.

The proposed changes reflect the course's strategic focus, aligning with the LOs, content and broader curriculum. The change in the assessment foster individual and collaborative learning.

MK43XX Sustainability, Ethics, & Cause-related Marketing (major change)

he module will focus on sustainability goals, corporate sustainability and ethics, while also the value and the impact of cause-related Marketing and the techniques for monitoring and evaluating the success of cause marketing campaigns. The module will focus on the examination of real-world case studies.

The module will provide insights into how contemporary organizations integrate responsible practices into their value creation strategies. It will highlight the growing expectation that firms operate transparently, reduce their environmental impact, and engage meaningfully with social causes as part of

their long term competitive positioning. By examining ethical frameworks, stakeholder theory, and sustainable business models, the module cultivates a deeper understanding of how responsible marketing can strengthen brand legitimacy, foster consumer trust, and contribute to broader societal wellbeing. This module addresses emerging needs and opportunities identified through benchmarking of relevant academic programs and monitoring actual market trends.

MK44XX Digital Marketing Analytics (major change)

A new module deemed necessary to meet the job market, and academic knowledge stemming from a more thorough lens of data analysis, and analytics. The module aims at increasing both hard and soft skills of students, in addition to internship opportunities, and stronger employability prospects. A marketing analytics module generates substantial academic and practical value by cultivating a rigorous, evidencebased approach to evaluating marketing performance. It enables learners to develop expertise in interpreting quantitative metrics and applying analytical frameworks to interpret customer behaviour and evaluate campaign effectiveness. Through structured engagement with real or simulated datasets, the module strengthens students' capacity to derive insights, optimize resource allocation, and support strategic decision making. In doing so, it contributes to a deeper theoretical understanding of data driven marketing while simultaneously enhancing the applied competencies required in contemporary organizational environments.
This module addresses emerging needs and opportunities identified through benchmarking of relevant academic programs and monitoring actual market trends.

MK4148 Retail Business Strategy (major change)

The Module will be discontinued due to the overlap with other Marketing Modules.

Annexe 1: Curriculum map

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																					Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
4	EC 1000 Principles of Microeconomics	✓						✓				✓	✓					✓	✓				
	BU 2003 Business Legal Issues	✓						✓				✓	✓					✓	✓				
	AF 2007 Financial Accounting	✓										✓	✓					✓	✓				
	EC 1101 Principles of Macroeconomics	✓						✓				✓	✓					✓	✓				
	CS 2179 Business Information Systems	✓						✓				✓	✓					✓	✓				
	MA 2021 Applied Statistics	✓						✓				✓	✓					✓	✓				
	MG 2003 Management Principles	✓	✓					✓				✓	✓	✓				✓	✓				
	MK 2030 Introduction to Marketing	✓	✓	✓	✓			✓	✓			✓	✓	✓				✓	✓				

Level	Study module/unit	Programme outcomes																					Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
5	PH 3005 Business Ethics			✓	✓							✓	✓	✓				✓	✓				
	FN 3105 Financial Management			✓	✓							✓	✓	✓				✓	✓				
	BU 3133 Business Research Methods	✓	✓	✓	✓			✓	✓			✓	✓	✓				✓	✓				
	MK 3159 Consumer Behaviour	✓	✓	✓	✓			✓	✓			✓	✓	✓				✓	✓				
	MK 3131 Marketing Management	✓	✓	✓	✓			✓	✓			✓	✓	✓				✓	✓				
	MK 3135 Marketing Communications	✓	✓	✓	✓							✓	✓	✓				✓	✓				
	MK 3155 Business to Business Marketing	✓	✓	✓	✓							✓	✓	✓				✓	✓				
	MK 3134 Brand Management	✓	✓	✓	✓			✓				✓	✓	✓				✓	✓				

Level	Study module/unit	Programme outcomes																				Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
6	MK 4104 Digital & Social Media Marketing				✓	✓	✓		✓	✓		✓	✓			✓	✓		✓	✓	✓	✓	
	MK 4247 Applied Marketing Management & Metrics				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	MK 4358 Applied Marketing Research				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	MK 4468 Integrated Marketing Communications Campaigns				✓	✓	✓		✓			✓	✓			✓	✓		✓	✓	✓	✓	
	MK 4860 Marketing Strategy & Topics				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	Electives																						
	MK 4156 Retail & Supply Chain Management				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK 4157 International Marketing				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK 4162 Marketing of Services				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK 4153 Sales Management				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK 4245 Promotions Events & Experiences				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK4242 Marketing Creativity & Innovation				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK4249 Advertising for Marketers				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK4143 Food Choices & Lifestyle				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK4226 Luxury Brand Management				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK43XX Sustainability, Ethics, & Cause-related Marketing*				✓	✓	✓		✓			✓	✓				✓		✓	✓	✓	✓	
	MK44XX Digital Marketing Analytics*				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: Subject Benchmark Statements

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.