

Programme Specification for Postgraduate Programme



Leading to:

MSc Corporate Brand Management

MSc Corporate Brand Management with Internship/Placement

Applicable for all postgraduate students starting on or after 1st September 2022

Version No.	Date	Notes – QA USE ONLY	QA
1	March 2022	Programme specification for 2022-23 created. MG5632 moved from optional to compulsory from September 2022	BJR
Postgraduate Taught Programme			
1. Awarding institution		Brunel University London	
2. Teaching institution(s)		Brunel University London	
3. Home college/department/division		College of Business, Arts and Social Sciences / Brunel Business School	
4. Contributing college/department/division/associated institution		Brunel University London Pathway College (BPC) offers the following Validated Programme Element/s which enable progression on to this programme: <ul style="list-style-type: none">Pre-Masters in Business Management	
5. Programme exemptions/ accredited by		Chartered Institute of Marketing (CIM) The Brunel Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB)	
6. Final award(s) and FHEQ Level of Award		Master of Science Corporate Brand Management (FHEQ Level 7) Master of Science Corporate Brand Management (with Internship) (FHEQ Level 7) Master of Science Corporate Brand Management (with Placement) (FHEQ Level 7)	
7. Programme title		MSc Corporate Brand Management	
8. Programme type (Single honours/joint)		N/A	
9. Normal length of programme (in months) for each mode of study		September Starters – 12 months January Starters – 15 months For 6 – 12 weeks placement (with Internship) September intake: 16 months with 6-12 week placement January intake: 19 months with 6-12 week placement 12 month placement (with Placement) September intake: 24 months with 12 months placement. January intake: 27 months with 12 months placement. Students will commence the placement following submission of the dissertation. For students commencing their studies at BPC the normal length stated above will vary as follows (please note there is no September intake into BPC on Pre-Masters route on this programme): <ul style="list-style-type: none">Pre-Masters January commencement: + 9 monthsPre-Masters May commencement: + 4 Months	
10. Maximum period of registration for each mode of study		Normal length of programme (as defined in 9 above) + 2 years.	
11. Variation(s) to September start		Entry points, September and January See BPC Validated Programme Element Specifications for intakes for those programmes.	

12. Modes of study	FT
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Corporate Brand Management (FHEQ Level 7) Postgraduate Diploma in Corporate Brand Management (with Placement) (FHEQ Level 7) Postgraduate Diploma in Corporate Brand Management (with Internship) (FHEQ Level 7) Postgraduate Certificate in Corporate Brand Management (with Placement) (FHEQ Level 7) Postgraduate Certificate in Corporate Brand Management (with Internship) (FHEQ Level 7) Postgraduate Certificate in Corporate Brand Management (FHEQ Level 7)
15. UCAS Code	N/A
16. HECOS Code	100856
17. Route Code	N290PCORBRM
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	UK Quality Code for Higher Education HYPERLINK "http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2718" Most Recent QAA Subject Benchmark Statement - Business and Management Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Course specific entry criteria are given on the course pages. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages. For admission via Brunel University London Pathway College, see the relevant Validated Programme Element Specification
20. Other relevant information (e.g. study abroad, additional information on placements)	The placement is not guaranteed. Students who could not secure a placement by end of May the following year after they started their course, will be reverted to the full time programme. The deadline applies to both September and January starters. January starters must obtain the placement by the 1 st week of May. September starters must obtain the placement by the 1 st week of October.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/applied-corporate-brand-management-msc

23. EDUCATIONAL AIMS OF THE PROGRAMME

The programme aims to provide students with innovative professional solutions to problems arising in dynamic and global market environments. Reflecting on Brunel Business School's mission, the programme also intends to develop students into creative, curious and pro-active leaders, who can take on real world challenges by applying critical thought in the marketing discipline. Graduates of this programme will be able to enact socially responsible and sustainable business practices and become global citizens with respect and understanding of diversity. In particular, the programme aims:

- To provide an advanced study of corporate brand management by offering frameworks and theories for understanding issues related to branding at the corporate level (including corporate communications, corporate branding, corporate identity, corporate image and corporate reputation)

- To provide a comprehensive, critical and integrated knowledge of the implementation issues associated with the development of the corporate marketing mix. This will support the development of high-level management and consulting skills.
- To prepare students for a career in corporate brand management by developing professional and analytical skills based on contemporary brand management practices and academic research.
- To enhance lifelong learning skills and personal development so as to enrich the self and to contribute to the improvement and welfare of society.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding in the following areas:

Level		Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
7						
7	1	To appraise the core issues of corporate marketing and corporate brand management such as corporate communications, corporate branding, corporate identity, corporate image and corporate reputation				MG5547 MG5585 MG5586 MG5584 MG5510 MG5616 MG5632X
	2	To critically evaluate and discuss contemporary research and advanced corporate brand management scholarship				MG5584 MG5585 MG5586 MG5510 MG5616 MG5632
	3	To creatively apply and evaluate the effectiveness of corporate brand management theories and frameworks in a dynamic and diverse business environment				MG5584 MG5586 MG5585 MG5616 MG5510 MG5591 MG5625 MG5632
	4	To critically apply the appropriate socially responsible management and consultancy practices and solutions suited to the complex nature of corporate brand management				MG5616 MG5584 MG5585 MG5586 MG5615 MG5547 MG5565 MG5592 MG5593 MG5625 MG5510
	5	To master the knowledge of relevant research methods and demonstrate the ability to analyse, synthesise, and evaluate complex data using appropriate high-level				MG5615 MG5510

		analytical skills and techniques.				
	6	To undertake a piece of original research on corporate brand management by using independent thought and the rigorous process of research design, primary and/or secondary data collection, and data analysis and to derive concise conclusions and recommendations for corporate brand managers and organisations.				MG5510
	7	To master the analytical, interpersonal, technical and professional skills needed for personal and career development in the professional corporate brand management world in the private, public, and non-profit sectors.				MG5584 MG5586 MG5510
	8	To apply classroom-learned theory and concepts to the workplace, thus creating a sustainable bridge enabling smooth progression from degree study to a management-related career				MG5626 MG5627

Programme Learning Goals

1. Become creative, curious, and pro-active leaders.
2. Take on real word challenges by applying critical thought.
3. Enact socially responsible and sustainable global business practices.
4. Become global citizens with a respect for and understanding of diversity.
5. To equip students with the skills to become effective twenty first century managers and leaders, capable of operating in dynamic, complex and rapidly changing organisations and environments.

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for Masters Awards in Business and Management inform our teaching and learning strategies. We offer a structured curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills progressively from the core modules to the elective modules and to the optional placement, (iii) encourages personal learning and development through managed choice, via core modules in key areas combined with one optional module that allow students to personalise their studies and combined with the optional placement, and (iv) emphasises the application of theories and tools into practice in specific core modules, in the optional placement and in other activities (e.g. industry events)

Teaching methods are diverse, reflecting the aims of modules and the demands of subject material. Teaching and learning strategies include lectures, seminars (often student-led and with structured student oral contributions), workshops (usually involving students working in small groups or with computers), state of the art case studies (which may involve degrees of statistical analysis), audio-visual presentations, fieldwork, consulting work, guest speakers (including leading academics and practitioners), external industry events. In the three modules (Applied Corporate Branding, Strategic Corporate Marketing and Strategic Corporate Brand Management and Consulting), block teaching will apply as it facilitates a better interaction with practitioners and maximises the use of industry people and their larger involvement in the programme. Therefore, practitioners will be contributing in some modules towards, inter alia, the development of the topic of the assessment, case analysis / discussion and student presentations. It is expected that students will benefit by their interaction with the practitioners as they will be providing relevant qualitative feedback to students for their ideas and thoughts and they will also disseminate their industry experience too. Practitioners will not be involved in the formal assessment of students work, but will provide qualitative feedback that will aid students' learning and development.

The use of computers, relevant software, BlackBoard Learn and data sets is expected. Specifically, large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials. The on-line learning resources give access to lecture guides, notes/slides, cases and other resources. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines. Seminars provide small-group contact with the chance to review, discuss and debate topics. They frequently require students to make presentations to the peer group and the tutor, individually or as part of a team using PCs and digital projectors.

Practitioners, visiting speakers, external company visits, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

BlackBoard Learn will be utilised extensively to deliver materials and communicate with students, and to facilitate discussion and collaboration among students. BlackBoard Learn will be the medium through which students will be kept informed of their progression. It will also be pivotal in achieving additional programme aims with respect to assessment (integrity, security, transparency etc.) and, monitoring and review.

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

We expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students.

Such approaches build critical awareness as students explore the robustness and limitations of theory and, in this programme we focus on the application of theory into management and consulting practice. For the latter, students will be further supported by gaining feedback on their skills through assessment as well by receiving feedback for their thoughts and ideas from practitioners in the case study analysis and in presentations.

We place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the research-oriented dissertation that, in this programme, will also have increased applied emphasis to management and consulting practice.

Many modules examine issues relevant to business and test the application of concepts, frameworks and tools to practice. Some work is required to be presented electronically, to ensure relevant computer literacy. Some modules require teamwork, including group presentations, where interpersonal skills are refined (individual performance is assessed in group work). The qualitative feedback from practitioners to students will be critical for developing personal and professional / business skills (e.g. high level management and consulting skills).

The latter skills can be further developed during the dissertation for the students going for a work placement (MSc Corporate Brand Management (with Internship/Placement)). Overall, the dissertation requires a major enhancement in individuals' task-oriented, project management skills, typically involving primary and secondary research via contacts outside the University (MSc Corporate Brand Management) and primary or secondary research obtained during the work placement (for the MSc Corporate Brand Management (with Internship/Placement only)).

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and content. Knowledge and skills assessments comprise formal examinations, written coursework assignments such as individual essays, reports and case study analyses, group reports, presentations and the dissertation. In some modules, the input by practitioners (through qualitative feedback) will be extremely beneficial for, inter alia, case analysis and student presentations supporting further the development of student knowledge and understanding. Practitioners will provide constructive qualitative feedback to students in relation to the task and the skills involved.

Assessments (individual and team-based) are designed to appraise *individual* capabilities fairly and consistently. Individual and teamwork assignments and presentations (some in the presence of practitioners) build awareness and give opportunity to explore the practical implications of theory. Coursework, though labour intensive to assess, remains vital for students to receive feedback that helps them understand and apply concepts and theories appropriately and critically in practice. Where we suspect plagiarism, we will follow University policies strictly.

We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations. Lectures communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to provide feedback on individual performance (in individual and group-based assignments assessment and feedback focuses on individual performance). All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

The dissertation, as a substantial research project, involves the full cycle of proposal development, literature review, field/primary research, methodology evaluation and final reporting. Students are allocated a dissertation supervisor and meet routinely for supervisory discussions individually. Students who will go for a work placement (MSc Corporate Brand Management (with Internship/Placement)) will base their dissertation on that placement.

Assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Assessments also provide relevant experience for the corporate brand environment (reports, presentations, group work). Reports / coursework and exams place considerable focus on the ability of an individual to think and reason critically and constructively and in most cases the focus is on applying these theories into management and consulting practice too. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations are used to test these skills and where appropriate, practitioners will provide constructive feedback on students' skills on the analysed topic.

The Dissertation is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a major academic project, which requires students to demonstrate skills designing a viable project, in gathering and collating material, assessing its relevance for the chosen project, formulating and sustaining a coherent argument. Students going for a work placement (MSc Corporate Brand Management (with Internship/Placement)) will base / strongly relate their dissertation on / to that placement. To embark on their dissertation, students on placement will first need to pass the compulsory yet formative assessment of the Professional Practice module.

In considering methods of assessment that provide relevant experience for the corporate brand environment, we place high value on students being able to demonstrate effective communication in its various forms (e.g. oral, written). For that activity, students will benefit by the constructive qualitative feedback received by practitioners in the two specialised applied modules (Applied Corporate Branding; Strategic Corporate Brand Management and Consulting) especially in relation to developing further their personal and professional / business skills.

Students are set tasks to predetermined deadlines and are penalised for non-conformance to encourage time management skills.

Peer feedback plays a role in team activities and is encouraged. Many modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports.

The optional work placement will provide students with the opportunity to learn to work effectively as part of a team whose members may have diverse backgrounds, awareness and expertise, seniority and aspirations (MSc Corporate Brand Management (with Internship/Placement) only).

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 4

The pre-masters structure are specified in the relevant Validated Programme Element Specifications. These documents also specify the progression requirements to FHEQ Level 7.

FHEQ Level 5

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
<p>Compulsory modular block codes, titles and credits</p> <p>All modular blocks are 15 credits unless otherwise specified</p> <p>MG5547 Marketing Communications</p> <p>MG5615 Understanding Business and Management Research</p> <p>MG5616 Corporate Branding Theory and Issues</p> <p>MG5584 Applied Corporate Branding</p> <p>MG5585 Strategic Corporate Marketing</p> <p>MG5586 Strategic Corporate Brand Management and Consulting</p> <p>MG5632 Corporate Brand Heritage</p> <p>MG5510 Dissertation (60 credits, submitted in 12 months after the start date for students on the MSc Corporate Brand Management)</p> <p>Core: Block</p> <p>Students on the 'with Internship/Placement' route will additionally undertake either:</p> <p>MG5627 Placement block 1 year placement (0 credits)</p> <p>MG5626 Placement block 6-12 weeks placement (0 credits)</p> <p>Core: Block</p> <p>Which must be passed in order to be awarded the (with Internship) (with Placement)</p> <p>For those undertaking a Placement or Internship, the dissertation will be submitted prior to commencement of the Placement/Internship</p>	<p>Optional modular block codes, titles and credits</p> <p>All modular blocks are 15 credits unless otherwise specified</p> <p>MG5565 International Management</p> <p>MG5591 Global Diversity Management</p> <p>MG5592 Entrepreneurship</p> <p>MG5593 International Business Ethics and Corporate Governance</p> <p>MG5610 Consumer Behaviour</p> <p>MG5625 Strategic Digital Marketing</p>

FHEQ Level 7 Progression and Award Requirements

As per [Senate Regulation 3](#)

PGDip may be awarded with the substitution of the dissertation (MG5510) for the following modular block:

MG5615 Understanding Business and Management Research (15 credits)

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.