

# **MSc Marketing Psychology**

## **Programme Specification**

Academic Year 2023-24

## Contents

1. Programme Overview.....	3
2. Programme aims .....	4
3. Relationship to other programmes and awards .....	7
4. Learning outcomes .....	7
5. Learning and teaching strategy/ assessment methods (non-regulatory).....	8
6. Programme Structure.....	14
7. Distinctive features of the programme and other key information.....	15
8. Support for students and their learning .....	17
9. Opportunities for personal development planning .....	18
10. Admissions criteria .....	20
11. Assessment and Progression regulations .....	20
12. Award criteria .....	22
13. Methods for evaluating and improving the quality and standards of teaching and learning .....	23
14. Curriculum map.....	24

## 1. Programme Overview

<b>Programme/award title(s)</b>	MSc Marketing Psychology
<b>Fees</b>	See the tuition fees on the Regent's University London website ( <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a> )
<b>Location of study</b>	Regent's Park
<b>Off campus elements/locations</b>	Not applicable
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September 2022
<b>Date of previous (re)validation</b>	May 2022
<b>Date of next revalidation</b>	Summer 2027
<b>Framework for Higher Education Qualification level of award</b>	Level 7
<b>Number of credits in award</b>	180
<b>UCAS code</b>	Not application for PG programmes
<b>Underpinning QAA subject benchmark statements</b>	QAA Subject Benchmark Statements for: <ol style="list-style-type: none"> <li>1. Business and Management</li> <li>2. Psychology</li> </ol>
<b>Other external and internal reference points used</b>	QAA Master's Degree Characteristics (2014) QAA Framework for Higher Education Qualifications (FHEQ) QAA UK Quality Code for Higher Education CIM Professional Marketing Competencies
<b>Professional, statutory or regulatory body recognition/accreditation</b>	Recognition (in principle) by The Market Research Society
<b>Mode of study (Full Time / Part Time)</b>	Full time
<b>Language of study</b>	English
	One Year Minimum / Four Years Maximum

<b>Minimum / Maximum duration of programme for each mode of study</b>	
<b>Date of production / revision of this programme specification</b>	August 2023

## 2. Programme aims

The development of a full-time MSc degree in Marketing Psychology has been informed by the needs of stakeholders, Regent's University London strategic aims and objectives, government agency and research publications, professional bodies such as the Chartered Institute of Marketing (CIM), The Market Research Society (MRS), and regional/national competitor analysis.

In order to identify the distinctive features of this degree, it is prudent to firstly distinguish the differences between Marketing Psychology and Consumer Psychology. These are both closely related and overlapping branches of applied psychology. Both apply research and knowledge derived from psychology in order to understand and predict the behaviour of consumers. Briefly, consumer psychology is the scientific study of how and why we consume products and services. One of the ways in which consumer behaviour is influenced is via the marketing of a product or service: the way in which a product is made to be, or is perceived as being, desirable, attractive, necessary and so on. Marketing psychology is the study of those factors which might influence consumption and our approach to products and services. It examines how a product or service is presented and the effect of this on behaviour. It explores differences in approaches to persuading and attracting consumers and considers how different strategies and different media might influence our response to a product or service.

The MSc Marketing Psychology is designed to develop tomorrow's brand strategists, senior brand managers and senior market researchers. The target markets are (i) individuals who hold an honours degree in marketing, business management or psychology and who are looking to further specialize (ii) those currently working or practicing in the following positions: operational marketers, functional marketers, product managers, account managers, agency managers, business development managers, strategic marketing, brand managers, actuarial analysts, market researchers, UX analysts, occupational psychologists and consultants; (iii) alumni from BaM and HASS.

The Programme brings together two related disciplines for which Regent's is internationally renowned: marketing and psychology and maximizes the expertise from two Faculties. The BaM Faculty currently has over 100 academic staff with international expertise in areas as diverse as entrepreneurship, management, digital marketing and analytics, luxury brand management, oil and gas, finance and family business. Psychology staff and programmes are part of the School of Psychotherapy and Psychology within the Faculty of Humanities, Arts and Social Sciences. Psychology offers five undergraduate and postgraduate programmes, including three degrees accredited by the British Psychological Society. These include: the BSc Psychology, 4-year Integrated BSc Psychology, MSc Psychology (Conversion), MSc Occupational and Organisational Psychology and a BA Liberal Studies

Psychology Major. Psychology has 10 full-time members of staff, including a full-time dedicated laboratory technician, and seven Visiting Lecturers.

The MSc Marketing Psychology programme is designed to bring the strengths of two disciplines together to provide students with the best of both.

This programme will equip students with the skills and knowledge to understand present trends in marketing psychology and predict future trends. It aims to develop intellectual integrity, critical thinking, and advanced research skills, so that graduating students enter their chosen profession as a marketing and branding expert with abilities associated with an advanced science education.

By embedding into the proposed modules new disciplines such as digital anthropology, behavioural economics and neuro-marketing, our programme will offer students the opportunity to study subjects the cutting edge of the two disciplines. The modules will explore the emerging debates and cutting-edge theories in the discipline, examining brands as psychological and cultural objects, and will allow students the opportunity to develop a deep and sophisticated understanding of consumer behaviour and the application of research to understanding the processes involved in marketing. Throughout the MSc Marketing Psychology programme, students will be able to experience a blended structure as they explore the contemporary approaches to both marketing and psychology. The aim of the programme is, in so doing, provide our graduates with a competitive advantage in the workplace.

Although the programme is focused on the key areas of marketing psychology, its scope is broad and students will graduate with a number of key transferable skills (including critical evaluation, oral and written communication, research methods and statistical analysis skills), giving them the flexibility to choose from a range of high-level career options. As graduates who may become future brand strategists, senior brand managers or senior market researchers, our students will be provided with an opportunity to develop intellectual, scientific and practical knowledge to create and implement marketing strategies within the complex, fast-changing and dynamic international context of the contemporary business.

The main educational objectives of the MSc Marketing Psychology are to:

- Provide a solid foundation to marketing psychology, using the experience, expertise and knowledge from two collaborating academic disciplines – we aim to provide students with a broad but rigorous education in areas that are core to marketing and psychology.
- Develop intellectual integrity, critical thinking and advanced research skills – this programme distinguishes itself by producing marketing and branding experts with the critical thinking abilities usually associated with an advanced science education
- Future-proof success – learners engage with social change, emerging debates and cutting-edge theories and research methods, while our regularly-updated modules include the latest in disciplines such as digital anthropology, behavioural economics and neuro-marketing
- Take a broader view – we cover a range of consumer cultures and regions of the world where cross-cultural differences are found that affect branding, marketing and consumer behaviour

- Take an ethnographic view – we deliver modules which specifically examine brands as psychological and cultural objects that can be manipulated at the level of strategy and mass communications
- Develop creativity and originality – learners will be required to undertake original research and self-directed study
- Equip learners with essential practical skills – we teach a range of practical skills that have immediate workplace applications, from designing new brands to diagnosing changes in consumer behaviour to analysing complex data sets using statistical software such as SPSS
- Instilling confidence – we will give learners the confidence to develop strategic plans and make decisions, based on the learners' accumulated knowledge and expertise
- Develop career flexibility – we produce graduates who have a wide range of transferable skills, giving them considerable flexibility in choosing among a range of high-level career options

The creation of the MSc Marketing Psychology programme is part of the University's strategy to grow and invest in key areas that are central to its core mission.

The best education in marketing psychology is:

- Intimate
- Intensive
- International
- Industry-focused
- Independent

### **Intimate**

Our teaching philosophy is based on personal attention: our classes are intimate, with a maximum seminar cohort size of 20. Every student gets to know their seminar tutors and peers, and you benefit from more contact time with teaching staff than elsewhere. The University's mission is to develop tomorrow's global leaders: developing you as a future leader in marketing and branding is most effective when done in an intimate learning environment.

### **Intensive**

Our MSc programme is dynamic and intensive, combining modular study with field work, masterclasses and industry opportunities. We will immerse learners into the disciplines of marketing and psychology for the duration of the programme, as well as helping them to develop the connections to succeed thereafter.

### **International**

There is no place that has a broader international focus than Regent's. With students from over 140 nationalities spread across a small community of 3,500 full-time students, we can confidently claim to be the most internationally diverse university in the UK. Understanding regional variation and cross-cultural differences in consumer psychology and behaviour are critical to leading and succeeding in our globalised world. This is Regent's speciality.

## **Industry-focused**

As well as being industry-focused in its design and content, this programme is delivered by practitioner lecturers and professors, and encompasses masterclasses with influential industry professionals. Learners will begin their relationship with staff from our dedicated Careers & Business Relations team from day one.

## **Independent**

As a private institution, independence is our legal status, but it is also an attitude of mind. We make an intellectual claim on independence, and our students are encouraged to think and operate independently and with individuality. This is essential to success in both marketing and branding.

### **3. Relationship to other programmes and awards**

There is no direct relationship to other programmes, however students who graduate from the BA (Hons) Global Management, BA (Hons) International Business, BSc (Hons) Psychology programmes (validated by Regent's University London) may be eligible to apply to study on the MSc Marketing Psychology programme (in particular if they have followed the Marketing pathway at UG level within BaM).

### **4. Learning outcomes**

#### **A. Knowledge and understanding**

*Upon completion of this programme, students will be able to demonstrate knowledge and understanding of:*

- A1: Systematic understanding of knowledge and a critical awareness of issues in the marketing and psychology disciplines.
- A2: Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry from marketing and psychology are used to create and interpret knowledge.
- A3: An understanding of the approaches and methods adopted in the study of marketing and psychology, and will use this understanding to research and investigate issues relevant to the two disciplines.
- A4: An ability to collect and analyse data and information, to evaluate their relevance and validity, and to synthesize a range of information in the context of new situations.
- A5: Their conceptual understanding of marketing and psychology and which enables the use of existing research and scholarship to identify new or revised approaches to practice.

#### **B. Skills**

*Upon completion of this programme, students will be able to:*

- B1: Analyse complex marketing and psychological issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences.
- B2: Demonstrate self-direction and originality in tackling and solving problems at the

## B. Skills

interface of marketing and psychology, and act autonomously in planning and implementing related tasks.

- B3: Develop the ability to conduct research in marketing and psychology independently, and as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
- B4: Use information and knowledge effectively in order to abstract meaning from data.
- B5: Develop effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of channels/media.
- B6: Demonstrate an awareness and understanding of ethical issues in marketing and psychology; show awareness of corporate social responsibility and sustainability issues; and apply ethical and organisational values to situations and choices.

## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

### Master's Level Learning, Teaching and Assessment Philosophy

In line with the Regent's University London, Learning Teaching and Assessment Strategy LTAS (2015-20), the programme team believes there are six key requirements for the successful completion of the MSc. These are:

1. **A personalized student experience** – by designing and delivering modules offering an interactive and responsive experience in both classroom and technology-based learning with colleagues from across two RUL faculties.
2. **Interactive and inclusive learning** - making greater use of technology for the transmission of knowledge, and placing greater emphasis on more interactive learning activities.
3. **Assessment for learning** – by ensuring greater variety of assessment methods to suit a diverse learning community and a good balance between individual and group assessments where appropriate.
4. **Focus on student skills and attributes** - developing students' research skills by involving students in research projects in collaboration with staff and other students, where appropriate, and by providing quality work placement opportunities (where appropriate) in host employers supported by the University to provide the best possible learning for the students.
5. **Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market** – by offering a dedicated core module specifically investigating global and cultural perspectives.
6. **Professional development for staff** - Students will be supported in their learning by an increasingly professional community of staff committed to ongoing professional development. In addition to the work being done centrally with the REAP (CPD) Scheme, and through the PGCHE programme, this MSc programme management team will contribute to this by ensuring that all staff on the teaching team will take part in teaching observations and will receive developmental feedback.

The acquisition of the above requirements are critical for the development of both independent thinking and autonomous learning. The programme team will further ensure that students commit to independent study, by encouraging students to read widely and critically. This development of critical awareness and the ability to exercise their own judgement will ensure the successful accomplishment of independent research (using traditional and digital



## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

channels) and will create the potential for original thought and possible contribution to current knowledge.

### Teaching and Learning Methods

This MSc will enable students to gain a breadth of critical understanding, analysis, interpretation, synthesis and evaluation of marketing and psychology issues. Students will be introduced to a vast range of contrasting theoretical perspectives, research methods and scholarly output. This will help to both integrate and illuminate the multiple disciplines that contribute to the programme. A range of teaching and learning methods is utilized to support this aim, including lectures, a separate yet parallel dedicated Guest Lecture series, seminars, structured workshops, case study analysis, group work, field trips, individual and group tutorials. There is much emphasis on student self-directed study, crucially in the final dissertation.

The current regulations on learning, teaching and assessment provided by Regent's University London for postgraduate Master's level include the following:

- 1,800 notional teaching hours.
- Requirement to pass Research Methods before the dissertation.
- Students may progress to the dissertation trailing up to 20 credits (except the Research Methods module which is a pre-requisite).
- Internal moderation of work carrying over 20% of module assessment. (as per section F9.3.2 of the Academic Regulations)
- That students are made aware of all assessment points and arrangements.

Underpinning all of this is the Regent's University London purpose and strategic direction <http://www.regents.ac.uk/about/who-we-are/mission-statement-and-values.aspx> to develop tomorrow's global leaders, by providing a high quality teaching environment to develop internationally-aware, innovative and employable graduates. To help achieve this, the university has five main strategic goals:

- Academic Excellence
- Internationalism & Global Perspective
- Professionalism & Employability
- Management & Sustainability
- Public Benefit

RUL delivers these through constant innovation, enhancement and attention to excellence.

The University upholds ten key values:

- Excellence
- Employability and entrepreneurship
- Professionalism
- Equality, mutual respect, honesty and inclusion
- Public benefit
- Maximising individuals' potential
- Internationalism
- Diversity
- Citizenship

## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

- Sustainability

### Implementation of the faculty's LTAS

A range of curriculum delivery methods are used on the postgraduate suite of programmes. These include lectures, seminars, structured workshops, case study analysis, role-plays, external guest speakers, virtual learning, field trips, leadership experiences, examinations, presentations, written assignments, portfolio building, group work, laboratory classes, simulations and peer assessments. Emphasis is placed on self-directed personal development through the module curricula and assessments.

On a full-time basis, a student normally completes one of the postgraduate programmes over three terms and, with a September point of entry, it will take 12 months to complete.

All taught 10 and 20 credit modules require up to 2 and 4 classroom contact hours respectively per week over the 10 taught weeks of terms 1 and 2. Term 3 is dedicated to MPS709 Professional Practice module and MPS710 Dissertation module. Above and beyond this, we expect students will study additional hours as part of 'self-directed learning'.

### Formative assessments and summative assessments

The faculty's postgraduate programme assessment strategy is based upon the Regent's University London mission, its Learning, Teaching and Assessment strategy and the University's *Academic Regulations*. Although the programme assessment strategy encourages innovation in development of assessments by offering a degree of flexibility, a 10-credit module has only one summative assessment and a 20-credit module has two, with formative assessment and feedback being used to support the students' learning as they progress towards the summative assessments.

Formative assessments are used for developmental purposes and are designed to help the students learn more effectively by giving them feedback on their progress and on how it can be improved and/or maintained. Summative assessments are used to determine the learner's success in meeting the intended learning outcomes of a module.

The choice of appropriate formative assessments and summative assessments is based on the module subject area and the intended learning outcomes. The purpose of the formative assessments is to help the students in developing their summative assessments. By taking part in the formative assessment, students are able to gauge their abilities, develop them further and improve their performance in their summative assessments.

### Assessment Framework

The following assessment framework provides guidelines for the design of assessments in relation to module credit size. Subject specific or professional requirements may necessitate some divergence from these guidelines and this is to be adequately justified through the RUL quality processes.

### Credit framework

The taught modules carry a weighting of 10 or 20 credits. Credits relate to the amount of work carried out by an average student to complete a module successfully. Each credit represents

## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

approximately 10 hours of work. A module weighted at 10 and 20 credits would therefore involve 100 and 200 learning hours respectively.

### Credit weighting and sample module assessment structures

The following guidelines apply across all the taught modules.

- Group work should not exceed 50% of the total mark.
- There will be a maximum of 2 summative assessments for a 20 credit module.
- There will be a maximum of 1 summative assessment for a 10 credit module.
- If a summative assessment consists of more than one element, that assessment will have one grade. This will be the aggregate of the marks give to each of the elements. There will be no pass/ fail mark for any element.

The programme assessment strategy invites lecturers to develop inspiring and innovative assessments that provide the students with a stimulating learning environment, foster critical thinking, develop confidence and give the learners insights into their own development and growth.

### Lectures and Seminars

Lectures and seminars are the common method of delivery and operate from the assumption that from prior undergraduate study and/or personal experience, students already have a wide and reasonably in-depth knowledge of some of the issues from within the fields of marketing, psychology or business study. In this respect, it is assumed that there are some knowledge gaps. However it is also assumed that as a learner, students are sufficiently advanced that some of those gaps can be filled through independent learning, with minimal tutor input. It is expected that a combination of lectures, seminars, workshops, guest lectures, and other key industry events will provide a solid underpinning and foundation for learning. These learning activities will be supplemented by key material on the RUL virtual learning environment (VLE), Blackboard. Directed and self- directed reading will be a key component of the learning experience (through access to RULDiscovery).

At the start of each module, students will be provided with a timetable and substantial list of reading references to follow-up for the seminar sessions.

In all learning activities there is an expectation that students will engage with discussion, maybe occasionally being prompted by the tutor but not relying on him or her. It is assumed that students will not only have read key, sign-posted material but will also have followed up on referenced background reading.

### Tutorials and Supervision

Tutorials and supervision form an important part of the learning process. Each module tutor will provide individual and group support for the students undertaking their module, and will arrange individual and/or small group tutorials as and when required.

### Workshops

These may be used from time to time to enable students to develop the key transferable skills necessary for both employment and academic development. These may also on occasion be compulsory (such as the dedicated Guest Lecture Series for MSc Marketing Psychology).

## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

They will encourage students to:

- a) Exercise initiative and personal responsibility
- b) Apply decision-making techniques in complex and unpredictable situations
- c) Focus on issues of ethics, professionalism and continual professional development
- d) Offer the opportunity to develop programme-related skills and knowledge but also key personal and professional skills.

### Examples of Group Assessment and Marking

- In some modules, the programme gives students the opportunity to provide tutors with peer feedback so that the levels of contribution can be ascertained and incorporated into an individual's mark within the group assignment.
- An individual mark is provided for certain projects where students presume a role within a company and take responsibility for this role in the assessment. For example in a team of 5 there may be a Marketing Director, HR Director, Head of Branding, Operations Director and Managing Director. Individuals will choose a role and be marked for their individual 'role' contribution as part of the team.
- Group presentations can be split into 'Delivery and Content'. This means that an individual mark can be given to the individual Delivery of the presentation and a group mark allocated for the overall Content and group dynamics.
- Reflective statements provide allocation of individual marks within the overall group assessment.
- A total group mark can be awarded for the project. However, formative feedback and tutorial sessions are provided to the group on a regular basis. This help tutors to understand the levels of individual contribution and challenges being faced. Tutors can then help facilitate the development of relational and team skills in order for students to increase their contribution to the group assessment. This allows for the development of authentic assessments that enable students to develop skills which will be useful to them in the employment market.

Other examples are as follows:

<b>Group work</b>	<b>Weightings</b>		
Individual weighting	60%		
Group weighting	40%		
<b>Student</b>	<b>Kai</b>	<b>Kaus</b>	<b>Mahya</b>
Individual effort	65%	55%	80%
Group average	67%	67%	67%
<b>TMM</b>	<b>66%</b>	<b>60%</b>	<b>75%</b>

The group Average is the average of all students Individual Effort.

The TMM is the weighted average of the each student's individual effort and the Group average.

## 5. Learning and teaching strategy/ assessment methods (non-regulatory)

### **Ethical approval of research**

All research conducted within and outside the University by students at Regent's University London must be approved by the University's Research Ethics Committee prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

Further details about the ethical approval process at Regent's can be found on the University intranet:

**<https://connect.regents.ac.uk/facultiesandschools/research/Pages/ResearchEthics.aspx>**

If students have any questions about the ethical approval process, or are unsure about whether a piece of work requires ethical approval, they should contact the Module Leader / Director of Content prior to commencing the work.

## 6. Programme Structure

Programme modules	
Core modules	Credits
<b>Term 1</b>	
PSY701 Research Methods 1	20
MPS702 Entrepreneurial Marketing Strategy	20
MPS703 Psychology of Consumer Behaviour	20
MPS709 Professional Practice	20
<b>Term 2</b>	
MPS704 Cross Cultural Aspects of Marketing Psychology	20
MPS705 Brands, Ads and Aspirations	10
MPS706 Individual Marketing	10
<i>One elective module (see module options below)</i>	
<b>Term 3</b>	
MPS710 Dissertation	40
<b>Total core module credits:</b>	<b>160</b>
<b>Elective modules</b>	
MPS707 Marketing Communications	20
PSY713 Leadership, Engagement and Motivation	20
<b>Total elective module credits students need to choose:</b>	<b>20</b>
<b>Total credits for Level 7:</b>	<b>180</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Postgraduate Certificate in Marketing Psychology (on completion of 60 credits)	
Postgraduate Diploma in Marketing Psychology (on completion of 120 credits)	
Master of Science in Marketing Psychology (on completion of 180 credits)	

## 7. Distinctive features of the programme and other key information

There are a number of distinctive features contained within the MSc Marketing Psychology programme, and these are centred around three key areas:

1. Academic Elements
2. Experiential Elements
3. Career and Personal Development

The table below outlines how these are addressed in the programme:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Academic Elements</b>	MPS702 Entrepreneurial Marketing Strategy MPS703 Psychology of Consumer Behaviour'	Specialisations in: PSY713 Leadership, Engagement and Motivation MPS707 Marketing Communications	MPS709 Professional Practice MPS710 Dissertation
<b>Experiential Elements</b>	Field Trips Dedicated Guest Speaker Programme	Field Trips Dedicated Guest Speaker Programme	MPS709 Professional Practice
<b>Career and Personal Development</b>	Master Classes Skills Workshops	Master Classes Skills Workshops	RUL Alumni events Industry-led networking events (e.g. CIM / MRS)

### Term 3

In term three, students will take two modules: MS709 Professional Practice module and MPS710 Dissertation.

#### 1) MPS709 Professional Practice

This module will focus on addressing professional practice skills in marketing psychology, and preparing students for employment. This preparation includes the placement hours that students must complete, which will contribute to enabling students to enter the job market. At the end of this module students will have obtained a realistic and comprehensive understanding of the strengths and weaknesses of the scientist-practitioner model in practice, and will have an opportunity to discuss and critically reflect upon the knowledge, skills, and abilities associated with the professional evidence-based practice of organisational psychology. Students will be required to apply their academic training and practical skills to real-life problems, and to development a critical appreciation of the roles, responsibilities and functions of marketing psychologists practicing in a diverse range of

organisations.

## 2) MPS710 Dissertation

The dissertation is a major research-based activity centred on concepts that have been studied in the core and specialist modules. Students will develop their ideas and focus on the research not only from the perspective of core knowledge but also from personal experience/research and existing or newly developed interests in the field.

While being guided and supervised by an appropriate member of staff it is the students own responsibility to meet the required standard for the dissertation by:

- Learning, developing and applying specialized knowledge about the chosen topic
- Carrying out a literature review or situational analysis
- Constructing a hypothesis and/or research questions or projects aims and objectives
- Controlling the design and planning of the research through feasibility studies
- Undertaking qualitative and/or quantitative data gathering, description, analysis and interpretation as appropriate
- Delivering the final dissertation to the expected Level 7 standard.

In accordance with the QAA Framework for Higher Education Qualifications, studying at Master's level at RUL London requires students to shift the emphasis from passive to active learning; from relying on judgments of others to forming personal judgments, and from utilising the research of others to undertaking individual research. In determining which topics to deal with in the dissertation, students will be required to:

- Exercise judgment in considering the feasibility of a subject/placement
- Determine the usefulness to your study
- Consider the relevance to the broad area of marketing and psychology that is being explored and studied
- Justify its importance as an area of study
- Import a substantial range of current research and scholastic activity

Overall it is the dissertation more than any other element of the programme that will express the teaching strategy aimed at encouraging self-directed learning.

For this reason, preparation begins relatively early in the programme structure, with the aim of reinforcing the importance of autonomy at Master's level.

Please note, that PSY701 Research Methods 1 (in Term 1) is the pre-requisite for this dissertation module and students will be required to pass PSY701 Research Methods 1 before embarking on the dissertation.

### **Cross-Faculty Collaboration**

In a series of conversations between faculties, consideration was given to the desirability and viability of postgraduate degrees in marketing and consumer psychology and using teaching staff from both Faculties (The collaboration between Faculties was viewed positively at the institutional level). The team has worked seamlessly to produce a



programme which not only delivers market requirements, but also capitalises on the internal strengths of faculty expertise. This ensures that students are being taught by experts and researchers from across Faculties and disciplines – thus providing a rich learning experience.

### **Co-Curricular Programme**

This is an essential element in the teaching and learning methods and will be used to provide academic and practitioner support for each module and the programme overall.

Co-Curricular activity is also an important element of personal and professional development, which will prepare students for working within the industry or for further study.

To ensure that the programme content reflects contemporary industry issues and allows students to experience a broader understanding of critical concepts, the programme is augmented by the way of:

#### 1. Module specific activity:

- Lectures, seminars and/or workshops hosted by a dedicated Guest Speaker Series
- Field trips and industry visits
- Complex case-study material, including interactive business case studies
- Participation in structured workshops
- Masterclasses
- Psychology laboratory-based simulations

#### 2. Programme wide activity:

- Field trips (including team building, leadership and management skills activities)
- Participation in structured workshops
- Special events involving one or more guest speakers
- Master classes
- 1:1 tutorials, related to Personal and Professional Development (PPD)

#### 3. Faculty wide activity:

- Participation in structured workshops
- Guest Speakers
- Special evening events involving one or more guest speakers
- Masterclasses

We expect all students to engage fully with co-curricular activity.

### **Dedicated Guest Lecture Series**

Running parallel to the Programme will be the dedicated MSc Marketing Psychology Guest Lecture Series which acts as *added-value* for students.

## **8. Support for students and their learning**

### **Academic guidance and support facilities**

The programme team recognises that students on this programme may well come from a variety of academic backgrounds or that in the case of mature students it may be some time

since they last studied academically. Hence we aim to provide all students with sufficient academic support to enable them to successfully study at Master's level. This includes a comprehensive induction programme, access to study skills materials online and student support, as well as academic guidance from lecturers and the programme director.

**The Postgraduate Centre** is exclusively for the use of our postgraduate community and contains additional computer space, a reprographics area and an informal common room, where a set of daily newspapers is provided. A member of the library team provides an additional enquiry point in this area.

All students are offered a library induction, while information retrieval and search skills classes are available for research support. Students needing specialist help with literature searches can arrange a one-to-one meeting with a specialist subject librarian. These individual sessions are available throughout the year. Students are also encouraged to contact the academic liaison librarian for their programme – either face-to-face, by email or telephone – for specific enquiries or support ([library@regents.ac.uk](mailto:library@regents.ac.uk)).

Reflecting the specialist nature of postgraduate study, students can request an unlimited number of inter-library loans (either of books or journal articles), the first 10 of which are free. Students may also borrow a readers' card from the Tate Library, giving them access to the collection of the London Library and British Film Institute Library. Students can also consult the extensive resources of the British Library and the National Art Library. To register at the British Library students simply need to give proof of identity and that they are studying within the UK. Librarians can advise of other libraries that may be of particular use for individual researchers.

The library team supports new and developing programmes such as this one by acquiring appropriate information resources, and by investigating possible resources for future purchase. The library staff (with particular expertise in electronic resources) have been involved in the development of the MSc Marketing Psychology Programme.

## 9. Opportunities for personal development planning

### Personal and Professional Skill Development

Effective Personal and Professional Development (PPD) skills are an important part of talent development within the marketing sector. Therefore a PPD programme will be delivered over 3 key points of the programme (the 3-Point PPD Programme):

- 1) Small group tutorials (or workshops) will be delivered during induction
- 2) 1:1 / group tutorials (or workshops) at the end of the first term and
- 3) 1:1 / group tutorial at the end of the second term.

This will be developed and delivered in collaboration with Career and Business Relations and external experts. A variety of tools will be used like mentoring, skills workshops, reflective activities, journals (or logs) and team/leadership activities. This activity will also lead to skills development for the final dissertation and students should fully engage with this element of the programme. Each student will also be allocated a Personal Tutor who will

remain with the student for the entirety of their degree. The Personal Tutor will be the point of contact for the student and is there to listen, address any concerns about the programmes and/or the University and to address issues of the student's performance where these occur.

Other activities in conjunction with the Career and Business Relations Department or external experts and may include:

### **Employability skills workshops**

Current workshops include job search strategies; CV writing, cover letters and application forms; preparing for assessments and interviews; business start-up; networking and using social media. Attendance at these sessions will equip students with the broad skills necessary to be successful at all stages of the recruitment cycle. We also offer students the opportunity to learn more about their chosen sector through our dedicated 'Guest Lecture Series', where Industry Professionals talk in depth about specific sectors, career routes in and how to network effectively.

### **Personalised careers guidance and coaching**

All students will benefit from a consultation with their Programme Careers Advisor in their first weeks on Campus. The Careers Advisor during this first consultation will signpost the student to the most relevant careers offering. For example those students interested in setting up their own business will be invited to a one day workshop on all they need to know about setting up their own business in the UK and follow up one to one consultations to discuss their business plan with our Senior Business Developer. Those looking for a graduate position will be signposted to workshops which will help them succeed at every stage of the selection process including CV and cover letter writing, application support, interview preparation, assessment centres, networking, LinkedIn and numerical and verbal reasoning. These students will also benefit from one to one consultations with their Programme Careers Advisor to work on individual applications and their Sector Career Coach to develop professional networks.

### **Careers events**

Each term a number of sector-specific workshops, seminars and networking events on campus will be organised. These are attended by many international companies and organisations and offer an invaluable opportunity to find out about employment prospects in different industries and business sectors, and develop a professional network. Recent events have helped students find out more about careers in marketing and consulting.

### **Online resources**

In addition to regular face-to-face contact with our expert staff, the CBR offers a wide range of online resources to help students in their job search. These include advice sheets, videos and self-assessment tools. Our **online vacancies board** advertises the latest internships, part-time work, volunteering, graduate and postgraduate opportunities, available in the UK and globally. This service is free to employers, who can also use this facility to advertise live company projects or consultancy projects that could make an interesting dissertation topic for students. Students looking to work abroad can also consult the Going Global database.

### **Work experience and internships**

All Regent's students are encouraged to undertake periods of work experience and

internships during their studies. Such experience is invaluable and will greatly enhance their educational experience. Support and guidance on finding a suitable internship will be provided throughout the programme.

## 10. Admissions criteria

Details of the University's entry requirements can be found at <https://www.regents.ac.uk/policies>

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

## 11. Assessment and Progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under section 6 "Learning and teaching strategy/ assessment methods". In order to continue with your studies, there are minimum requirements to be achieved to progress to the next level of your programme. The current progression regulations are published within the academic regulations at the below link. However these are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/about/governance/academic-governance/academic-regulations>

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. Regent's also has a generic description of each grade available at the link below.

<https://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework>

### Research Ethics

Research undertaken as part of your studies (teaching assignments and individual projects) that uses experiments, investigations and procedures involving human or other living participants, or data relating to such living entities must be approved by Regent's Research Ethics Review Panels. Seeking ethical approval and submitting the application is the responsibility of the staff member involved in designing the assessment and by the student for individual projects, such as those involved in the final year capstone module, and endorse by the student's supervisor. No studies can be undertaken prior to obtaining ethical approval and failure by the student to follow the process would be subject to disciplinary action.

The research ethics approval procedure and the research ethics application form may be found under the Research webpages on the University intranet.

### External Examiners

The membership of the Subject Board includes external examiners.

External Examiners are appointed to programmes to ensure that the University's standards

and quality processes are appropriate and of a standard comparable to those of other higher education institutions in the UK. External Examiners do not alter individual student's marks or classification decisions.

### **Academic Misconduct**

For more information on the University's Academic Integrity and Academic Misconduct regulations, including types of offences and penalties, you should refer to the University's Academic Regulations.

### **Submission of coursework**

All coursework deadlines are communicated by Module Leader's at the start of each term, and will also be included in module outlines. You must submit all coursework before the specified deadline otherwise it will be marked as late.

You are usually required to submit coursework via online platforms such as Blackboard or Turnitin. You must ensure that they allow sufficient time to submit your coursework online, taking into account that documents may take more time to upload, depending on their size. Any system wide technical issues relating to Blackboard or Turnitin will be communicated to all students via the Regent's University London intranet pages.

You should refer to the Late Submission and/or Extenuating Circumstances regulations listed in the University's Academic Regulations for further information.

You should also refer to the module outlines for more information on individual coursework submission requirements.

## 12. Award criteria

A participant will be awarded the MSc Marketing Psychology after having successfully completed 180 CATS credits at level 7 in the programme, of which 60 have been obtained through the successful submission of the dissertation and professional practice.

Students who achieve 60 credits (i.e. successfully complete term 1) may be awarded a Postgraduate Certificate in Marketing Psychology.

Students who achieve 120 credits (i.e. successfully complete terms 1 and 2) may be awarded a Postgraduate Diploma in Marketing Psychology.

### Learning outcomes for exit awards

Certain learning outcomes may only be partially achieved at certificate and /or diploma level.

<b>Postgraduate Certificate in Marketing Psychology – 60 Credits</b>	
A. Knowledge and Understanding	A1
B. Skills	B3, B4

<b>Postgraduate Diploma in Marketing Psychology – 120 Credits</b>	
A. Knowledge and Understanding	A1, A2, A3
B. Skills	B1, B2, B3

<b>Masters in MSc Marketing Psychology – 180 Credits</b>	
A. Knowledge and Understanding	A1, A2, A3, A4, A5
B. Skills	B1, B2, B3, B4, B5, B6

For more information on award criteria, including condonement, exit award and classification regulations, you should refer to the Academic Regulations..

### 13. Methods for evaluating and improving the quality and standards of teaching and learning

Regent's University London has a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations; programme modifications; programme monitoring; student feedback systems; and external examining.

#### *Programme (re)validations*

The University has a formal process to approve a new programme or reapprove an existing programme of study.

#### *Programme modifications*

All changes to programmes or modules are subject to approval of the Programme Planning Panel.

#### *Programme monitoring*

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level, and are published on the University intranet under the Quality webpage.

#### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. You are invited to provide feedback on your experiences at module and institutional level. At module level, you will be required to complete and submit a module evaluation questionnaire. Your feedback is then reviewed by your Module Leader, Head of Programme and Head of School. Formal and informal feedback is also discussed with student representatives and academic staff at Programme Committees. At an institutional level, student representatives are elected to represent their programme or subject area at Programme Committees and Senate level committees.

#### *External examiner reports*

An annual external examiner report is produced at the end of every academic year at levels 5 and 6. There are two types: one is a report on subject level assessment and the other is an institutional level report which comments on Progression and Finalist Boards. Subject level external examiner reports are distributed to the relevant Head of Programme and Head of School for initial review. The reports and the formal responses, if available, are also discussed with student representatives and academic staff at Programme Committees.

You should refer to chapters B and H of the Academic Regulations, as well as the Academic Governance Structure document, for more information on the University's quality assurance and enhancement mechanisms. You can access these documents via the University intranet, under the Quality and Academic Governance webpages.

## 14. Curriculum map

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

Level	Module	Learning outcomes										
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6
7	PSY701 Research Methods 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MPS702 Entrepreneurial Marketing Strategy	✓	✓		✓		✓	✓		✓	✓	✓
	MPS703 Psychology of Consumer Behaviour	✓	✓	✓		✓	✓	✓		✓	✓	
	MPS704 Cross-Cultural Aspects of Marketing Psychology	✓	✓		✓				✓		✓	
	MPS705 Brands, Ads and Aspirations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	MPS706 Individual Marketing	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	MPS707 Marketing Communications		✓	✓		✓		✓	✓		✓	✓
	PSY713 Leadership, Engagement and Motivation	✓	✓				✓					✓
	MPS709 Professional Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MPS710 Dissertation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓