Programme Specification

Programme award and title: Master of Business Administration (MBA) in Social Marketing and Behaviour Change

SCQF Level: 11  SCQF Credit Value: 180

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme aims to achieve rich insight by balancing the core taught programme grounded in theory and research evidence with real-life perspectives, challenges and practice of behaviour change across multiple contexts and practice. Double loop learning techniques and approaches (as described and developed by Argyris and Schon (see for example Academy of Management Learning and Education 2002: 1 (2) 206-218) will underpin pedagogy and structure to case study based teaching and learning. This enables students to gain, insight experience and confidence and to use this to develop and refine interpersonal skills, theory, knowledge and management expertise into effective practice and creative innovation.

- The curriculum is designed to develop skills and knowledge for analysing and identifying need for; facilitating and leading; managing and implementing, as well as critically evaluating pro-social behaviour change strategy, policy and interventions. Teaching and learning is structured to enable students to develop deep insight and fully practiced and tested competences in skills and knowledge and to understand how and when to apply these across a wide range of social, economic environmental and cultural contexts and priorities.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- By the end of the programme, students will be able to understand and explain:
- Behavioural science issues, theory and practice including social marketing, behaviour economics, social psychology, public relation and public affairs, and their applicability as strategic approaches and practical frameworks for behaviour change and social innovation planning and implementation.
- Management and marketing theory and practice and their applicability as a strategic approach and set of tools for behaviour change and social innovation.
- The relevance and contribution of behaviour change theories to individual level, as well as population level innovation and behaviour change.
- The scope of public relations, public affairs and advocacy and how it relates to disciplines of communication, psychology, media, management, sociology, politics and philosophy.
- Why it is essential to consider structural/upstream determinants of behaviour and innovation opportunities to effect change at this level as well as individual level voluntary change.
- Theories and principles of consumer behaviour.
- Theories and principles of public communication, public relations, public affairs, advocacy, activism, rhetoric and social movements and public affairs management, including issues management, reputation management and corporate social responsibility (CSR).
- Theories and principles of co-creation and social co-production, and a critical appreciation of the influence of context, social systems and social networks in large scale behaviour change.
- The principles and practice of public communication and participatory engagement and their role in achieving large scale behaviour change and social innovation.
- Describe key theories and concepts in relation to public communication.
- The unique and overlapping themes and practices of innovation for behaviour change in developed, developing and emerging economies.
- The unique and overlapping themes and practices of innovation for behaviour change in public
health, economic and community development, civic engagement, environmental sustainability, organisational development and other spheres and contexts.

- How marketing, management and social research methods are conducted and used to support behaviour change policy, strategy and interventions.
- The roles of leadership and facilitation in effecting change at the individual, group / organisational national and international levels.
- Decision-making processes in policy, strategy and intervention planning and implementation; the roles, influence and limiting factors in constructive engagement of multiple stakeholders and competing interest.
- Methods, the application and the role of critical evaluation of evidence in evidence-informed policy, strategy and intervention planning and implementation.
- Methods and the application of participatory consultation and research methods in problem identification and strategic planning of behaviour change based responses and solutions.
- Ethical issues in behaviour change and social change innovation.

Subject-specific skills and other attributes

- Competencies to engage critically with management frameworks, theories and tools and to select and adapt these to context and priorities for change.
- Skills in managing and facilitating change projects and processes across sectoral and national boundaries.
- Analytic and communication skills in the critical evaluation of research and other forms of evidence for policy, strategy and practice planning, implementation and evaluation.
- Understand the diverse approaches to analysing the role of innovation and change agents in multiple cultural contexts.
- Plan, execute and evaluate multi-stakeholder, collaborative behaviour change innovation.
- Understand the importance of cultural and societal contexts in shaping public relations practices.
- Devising, developing and delivering creative responses to policy and organisational challenges and problems.
- Using planning and evaluation tools for implementation, monitoring and evaluation of large scale change, for example logic models and concept mapping.
- Mapping and analysing international business and policy processes, their impacts on communities, territories and publics, and options for progress and improvement.
- Understanding unique institutional challenges and opportunities of developing and emerging economies that may impact effectiveness in leading and facilitating behaviour change and social innovation.
- In-depth understanding of the theories and concepts of responsible and ethical business and the role of business in shaping behaviours and behavioural determinants.
- Situational analysis and evidence-based strategy development and critique.
- Effective collaborative working practices including techniques to motivate, and engage people and to nurture and sustain collaborative working relationships.
- The ability to appreciate the role of leaders and facilitators in contemporary society trends and influences and in achieving social innovation.
- Project and organisational management skills, including the application of functional management skills in finance, human resources, operations and planning, project management and time management.
- The capacity to explore the theories associated with competitive advantage and differentiation and the role of communication strategies in this context;
- The ability to carry out an independent applied and/or empirical research project in support of a specified behaviour change objective.
- Intercultural competences.
- The ability to work individually as well as in groups and networks.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- The ability to process information based on reason and analysis and to present perspectives and conclusions to a range of audiences.
- Strategic analysis, planning and evaluation based on mixed methods approaches.
- Critical analysis of the social effects of public and commercial communications and the capacity to scope and identify policy options that may moderate their effects.
- Critical analysis of policy process, purposes and impacts and to contribute to the cycle of policy development through reasoned and evidence-informed contributions to debate and planning.
- The capacity to generate and develop creative and innovative opportunities for behaviour driven social innovation.
- An awareness of the relevance of rhetoric, propaganda, persuasion debate, discussion, and respect
- for diversity in views and perspectives.
- Specific skills at a masters level in research design, data collection and analysis.
- Presentation and communication skills across multiple communication platforms and channels.
- The capacity to adapt and transfer normative and critical thinking and methods to a variety of working environments.
- Intellectual capacity and grounding for lifelong learning and professional development.

### Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Assessment will aim to examine links between the teaching/learning experience and students own professional perspective and experience. Students will be encouraged to use secondary and primary research in problem identification, analysis, planning and evaluation. Students will also be encouraged and recognised for their ability to adopt original and creative approaches. Faculty support and feedback will structure and advance progression within the programme. The modules will be assessed using coursework methods which are equivalent to those that are currently adopted by the full-time modules. These will include essays, individual and group projects (including the production of a creative outputs using narrative, images and music). The period of assessed study (lectures, tutorials, seminars) is followed by a period of supervised research resulting in a research-based dissertation or project (see section on Curricular Details).

- Overall, assessment will consider:
  - Knowledge and understanding of core issues and topic areas in the programme
  - Use of reason and analysis
  - Creativity and originality in developing behaviour change strategy, policy and interventions.
  - The ability to synthesise and integrate the various disciplinary bases and paradigms and to pragmatically and justifiably select various combinations to achieve desired behaviour change and social innovation objectives.
  - Communication, engagement and collaborative working skills

### Professional/statutory body accreditation or recognition:
Not applicable

### Further details:
Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: