

The Marketing Association of Australia and New Zealand

(MAANZ International)

www.marketing.org.au

Selecting a Good Marketing Course

Each year many students approach MAANZ (usually via email and our web site) looking for information about selecting a good marketing course. This document aims to give students our perspective about what to consider.

Our advice is based on the advice of many specialists and many years of experience primarily (but not exclusively) associated with marketing courses in Australia, New Zealand and Asia.

Contents

Selecting a Good Marketing Course	1	Location and size.	4
Starting out – what do you need and want?	3	Making Connections	4
Know what you're looking for	3	Evaluate Potential Schools	5
Subject-Matter Criteria	3	Select Carefully	5
Curriculum.	3	Top Ten Rules for Selecting a	5
Theory vs. practice.	3	University or College	5
Reputation.	3	Specific marketing application outcomes	6
Logistical Considerations	4	Course content and teaching	7
Program options.	4	Teaching	7
Online, brick-and-mortar or both.	4	Course Objectives.	8

A professional and vocationally focused approach	8	Description	12
Upon completion of a marketing course students need to be able to	8	Objectives	12
Bachelor of Business - Marketing – or similar (e.g. Bachelor of		Structure	12
Commerce - Marketing	9	Requirements	12
Bachelor of Marketing (or similar)	9	Master of Marketing by Course Work and Minor Thesis –	
Post Graduate Degrees	10	Marketing graduates	13
Graduate Certificates and Diplomas – No previous marketing		Structure	13
course.	10	Master of Marketing by Research - Thesis	13
Graduate Certificates	10	Other Courses	13
Graduate Diplomas	10	Vocational diplomas	13
Graduate Certificates and Diplomas – marketing graduates	10	Certificate level training programs	14
Marketing Masters Degrees	11	Assessment strategies	14
Master of Marketing Degrees – Candidates with no previous		MAANZ principles of good assessment practice	14
marketing course.	11	MAANZ Recommended Assessment Guidelines	15
Objectives	11	Learning Outcomes:	15
Master of Marketing by Course Work – marketing graduates			
	12		

MAANZ Courses

We also are happy to advise that MAANZ has for many years provided a range of professional educational and training marketing courses. Our advice is not however limited or guided by that fact. We are a not-for-profit professional association and our primary aim is to encourage more people to study and understand marketing.

Starting out – what do you need and want?

Thus, the first thing you must do is list your criteria for measuring potential schools. While each marketing function will have a unique list based on what is important to that area, commonalities do exist. Here are some fundamental criteria to consider, and some tips to help you sort through your options.

Know what you're looking for.

Do you know what marketing really is? – We have put in a good overview next in this document

Value for money - You don't need to go to the most expensive college or university to get the best education - just because it costs the most doesn't necessarily mean it's the best course.

Ask yourself, why do you want to do a marketing course? Is it to get the qualification (a piece of paper). Is it because you think it is very glamorous (sometimes it can be) or is it to have a real career in the industry?

Subject-Matter Criteria

When putting together your list of criteria, take some time to determine what type of information and educational experience you want to receive.

Curriculum.

What topics will be covered by the program you are considering? Do they represent the most important elements of an education in marketing? The recently released **Accredited and Endorsed Marketing Courses** from MAANZ lists subject areas that marketing practitioners and education experts have deemed the most important for marketing. Compare the list with the school's curriculum to see whether it offers all or most of the recommended topics.

Theory vs. practice.

The method in which the curriculum is delivered is just as important as the content. Look for a program which has a balance between theory and application. MAANZ recommends courses with lots of case studies, guest speakers, discussions and interviews with marketing practitioners. The best programs use people with real marketing experience – not just academics.

Reputation.

A school's reputation is hard to quantify, but some schools consistently show up on "best" lists and are well-known nationally, while others are known only regionally. Consider the reputation of the school but also find out if that reputation is still deserved.

Things change - Keep in mind that teachers from previous years may not be teaching in the coming semester or term.

Logistical Considerations

You should also consider your life outside of work and your personal preferences when selecting a marketing program.

Program options.

Many schools offer choices that include traditional, full-time, daytime classes; accelerated weekend executive programs; and part-time night school. marketing professionals need to determine what's best for their work and family life.

Online, brick-and-mortar or both.

Virtual degree programs--and traditional degree programs with online components--are becoming increasingly common. MAANZ offers marketing courses via online/distance programs, as well as being associated with other face to face courses.

You'll find a wide range of quality in any school--brick-and-mortar or online. It's just easier to look under the hood of a brick-and-mortar school than an online school.

Location and size.

Don't ignore basics but subjective preferences such as the location and size of a school. Are you willing to move for school? Perhaps a school which is further away could be less costly and/or have the

type of lecturer/material mix which is more useful to you than the local one.

The size of the program is critical

Making Connections

Consider the types of career opportunities you want to get out of a marketing program.

Networking opportunities. What is the profile of the average student? Are other students mostly straight out of undergraduate schools or do they have some work experience? How many years' experience is average?

"One of the biggest benefits [of graduate school] is interacting with students, especially people who had work experience before going into the program

Whom you meet and how well you get to know them depends a great deal on program options. Full-time day students take classes with the same people throughout the program and have more time together. Evening students may meet fewer people and spend less time with them.

However, if you already have an extensive network of colleagues through your career and professional memberships, building a network may be less important to you than to a student coming directly out of undergraduate school.

Internships and work-study opportunities.

Internships are important for students who have never practiced marketing who are pursuing graduate degrees.

Evaluate Potential Schools

Once you have established your personal criteria for selecting a graduate school, you will want to do some research. First, search for marketing graduate degree programs and read profiles of individual schools online

After narrowing the choices to two or three schools, visit and arrange meetings with faculty members. Call the program office or faculty members who teach marketing

Ask how often they revise their curriculum and how they interact with marketing practitioners to see how reality-based the program is. See if they have a student chapter and if the faculty are involved in professional associations

Research faculty members' resumes before you enrol. It may be more impressive if many of the staff have held previous high level marketing positions. Today most full-time faculty have only had an academic background and are employed because of their ability to write academic research papers. Few have much actual marketing experience.

Look at what kinds of program resources they have, such as library facilities and video conferencing.

How is the day-to-day environment? How are the classrooms and IT facilities?

Select Carefully

This is a big investment in money and time, in career and future. Pick a program that works for you and you can get through. It's a lot of work, and you can't put an unfinished degree on your resume."

Selecting a marketing program may be one of the most critical decisions of your marketing career because where you go to school may determine which companies recruit you upon graduation and the types of opportunities open to you thereafter. Thus, it's critical not to select a school lightly. Review the curriculum, faculty, options, reputation and networking opportunities before you commit, and be prepared for marketing graduate school to change the course of your career.

Top Ten Rules for Selecting a University or College

1. Never make your final college selection without visiting at least your top two or three choices. No matter how well you think you know a college or university, you can learn a lot (good or bad) by spending a few hours on campus, including whether or not the college feels like a good "fit" for you. Having family members accompany you on college visits is a great idea because it gives you extra "eyes and ears" and people with whom you can discuss your impressions.
2. There are no exceptions to rule #1.
3. A college is not necessarily right for you because its name is familiar. That might seem pretty obvious, but you wouldn't

believe how many students equate educational quality with name recognition.

4. Investigate at least three or four colleges you know little or nothing about but offer the field(s) of study of interest to you, are appropriately selective for a students with your grades or scores, and are located in geographic areas attractive to you. You have nothing to lose and you might make a great discovery. A little research and an open mind can greatly increase the odds that you make a good college choice.
5. There are very few worse reasons to select a college than because your friends are going there. Choosing a college because your girlfriend or boyfriend is headed there is one of them. In fact, if there is a worse reason to choose a college, it escapes us.
6. Investigate, investigate, investigate, and be sure to separate reality from (often baseless) opinions. Lots of folks will refer to a college as "good", "hard to get into", "a party school", "too expensive", etc. without really knowing the facts. Don't accept these kinds of generalizations without evidence.
7. Do not rule out colleges early because of cost. Many colleges offer scholarships, financial aid, and tuition instalment plans that make them far more affordable than they may first appear. You can't/won't know how much it will cost to attend a college until the very end of the process.
8. Deadlines, whether for applications, registration, financial aid, scholarships, campus housing, etc. are not suggestions.

Miss a deadline and you may find yourself in deep you-know-what. Write down on a calendar and adhere strictly to all deadlines.

9. Don't be afraid to apply to a few "hard to reach schools". You might be pleasantly surprised by the results if you are not entirely unrealistic. Then, apply to at least three colleges you like which are highly likely to admit you. Remember, choose these three colleges very carefully as they are the places where you are mostly likely to wind up.
10. When it is time to make your final choice, discuss your options with your family, your school counsellor (if you have one), and others who know you well and whose judgment you value. If you have a tough time choosing among two or more colleges or universities it is probably because you have done a good job putting together your list and you will be happy at whichever institution you choose. Once you make your choice, don't agonise over it. If you have followed these rules there is an excellent chance your final university or college choice will be a good one.

[For those interested in a wider understanding of what constitutes an effective marketing course, these notes can be supplemented by reading the MAANZ document – Good Accredited and Endorsed Marketing Courses](#)

Specific marketing application outcomes

A marketing course (diploma, advanced diploma; degree or degree with major) needs to explain the components of a business plan and marketing's central role in strategy. Students need to be introduced

to topics such as buyer/consumer behaviour, demand determinants, customer focus, marketing research, marketing management (planning - strategy and implementation), product and brand management, advertising and promotion, service marketing, transnational marketing and business environments. Students need to be encouraged to think through problems and to find their own answers.

A marketing course should seek to:

- Introduce a student to key marketing ideas and phenomena, especially the core theme of delivering benefits to customers.
- Develop the student's skills in marketing strategy - analysis and planning. (Product strategy, advertising and communications [Promotion], and distribution [Place], and Price - 4P's) and enhance the students problem solving and decision making abilities in these areas.
- Familiarise students with implementation planning (tactics) of the marketing

Course content and teaching

A marketing course should explore theory and practice that draws on Customer needs, Company skills, Competition, Collaborators, and Context in marketing and product development (5C's).

The course should be well defined and specified in relation to unit/subject guides and required competencies/outcomes expected.

Good use should be made of practical cases, discussions, and readings to provide a mix of integrating concepts and hands-on problem solving.

MAANZ encourages a variety of perspectives on marketing issues. Many ideas of marketing transcend the specific application. For example, ideas of customer input, matching the channel of distribution to the product, matching the technology to the market segment, and understanding company and collaborator strengths relative to competition apply to financial services, consumer products, software, automobiles, airline services, not-for-profit clinics, and even watches. They apply to both bricks and mortar companies and to eCommerce organisations.

Teaching

Teaching needs to be carried out by those who have current experience in the field – both in terms of academic theory as well as practical planning and implementation

MAANZ recommends that prospective students try to contact previous students to get some personal insights into the quality of teaching.

Ask questions such as:

“Did the teacher just teach from the text (perhaps only using the free slides provided by the text book company). Or did the teacher seem to know more about the subject (from previous experience) and added their own material?”

Does the institution make extensive use of current students to teach classes (eg. Students working on a PhD or Masters. Or do they use suitably qualified and experienced industry based teachers?)

Keep in mind that teachers come in two basic categories – lecturers and tutors. There may be more than one of each (eg. Multiple tutors).

Also keep in mind that teachers from previous years may not be teaching in the coming semester or term.

Course Objectives.

A well designed course should specify in some detail the learning outcomes the course is designed to bring about, and likewise for each major embedded in the course. First the objectives must be consistent with the Rationale and the Aims of the course and the majors. Second, where possible, desired learning outcomes would generally be specified in behavioural and measurable terms (e.g.: Upon completion of this course and this major students will be able to ...). Third, objectives should generally be specified in an effective sequence (a sequence which would match the course and major content and educational strategy):

A professional and vocationally focused approach

A Bachelor of Marketing or Bachelor of Business (Marketing) or other tertiary marketing course, must be a professionally and vocationally oriented course that is designed to assist in the intellectual, social and personal development of the student as preparation for entrance to a range of specialist and generalist business professions. The program needs to prepare students for a career in business, whether domestic or international, recognising that the business world is a global one. It also needs to produce educationally rounded people, capable of taking their place in their chosen profession and community.

A major aim is to produce graduates who are employment-ready, of immediate practical relevance to their employers and capable of excellent career development from a strong commencing base. Along with this knowledge and skills development, it is strongly recommended that a program deliberately takes on an entrepreneurial 'flavour' throughout its entirety.

Graduates will have the basic capacity, attributes and 'mindset' to consider creating their own enterprises from the time of graduation, or at some future point in their career. They will therefore be well prepared to either seek professional entry as an employee in their chosen field of specialisation or to grasp innovative business opportunities to employ themselves and others.

Upon completion of a marketing course students need to be able to

- Understand the skills and processes involved in marketing management
- Understand the process of creating a market orientation within the firm and how individual managers can contribute to these efforts.
- Analyse and Evaluate situations and information input
- Undertake effective Marketing Research
- Complete effective Marketing Planning, Implementation and control
- Develop Strategic directions and plans
- Manage People and Resources
- Undertake business internationally
- Plan and implement marketing on the web (eBusiness/eMarketing)
- Develop Marketing Communications Plans (Campaigns; Copy; Media)

- Understand Buyer and Consumer Behaviour
- Understand Key Account Management
- Develop Pricing Plans
- Segment and Target key markets
- Develop and innovate new Value Offers (Products - Goods and Services)
- Appreciate the key aspects of Marketing Law
- Make effective presentations to management, staff and customers
- Developed an analytic approach to problem solving and decision making
- Understand the need for an ethical and professional approach to business
- Effectively process information (deal with data inputs and manage information)
- Communicate effectively in a wide range of situations
- Conceptualise solutions and strategies for given market based situations
- Appreciate and articulate abstract concepts

In addition a course should aim to:

- Ensure that the body of knowledge and technology imparted in the course will be up to date and relevant to immediate and potential employment opportunities.
- Develop self confidence through a learning experience aimed at an understanding of the subject areas and including the development of life-long learning skills.
- Develop skills and attitudes conducive to lifelong learning in the field (as well as generally).

Bachelor of Business - Marketing – or similar (e.g. Bachelor of Commerce - Marketing)

A general marketing course such as a Bachelor of Business (Marketing) needs to provide general business students with the skills and knowledge necessary to pursue a successful career in the general marketing aspects of a business.

The course needs to focus on the increasingly important role of marketing as the major source of organisational revenue and as a key contributor to organisational performance.

A marketing course needs to be built around providing, firstly, foundation level knowledge in areas fundamental to business, namely, accounting, management, economics and statistical analysis. The course, secondly, is structured around allowing the student to build on this foundation level knowledge, to develop specialist knowledge in marketing management.

Emphasis is also placed in the course on developing a range of broader skills fundamental to building a successful career in business, such as strong logic and analytical skills (the ability to think logically and clearly), interpersonal skills, and good verbal and written communication skills. These skills are highly valued by the business community.

Bachelor of Marketing (or similar)

A marketing specific or focused course such as a Bachelor of Marketing needs to prepare students for a specific career in any of the diverse fields of marketing.

A marketing specific or focused course such as a Bachelor of Marketing also needs to cater also for students who wish to pursue a

career in the public sector and/or Not-for Profit which requires business skills, a knowledge of the business environment and the ability to analyse issues that affect the business environment.

Marketing course participants need to be exposed to the broad and dynamic field of marketing, providing knowledge which is critical to graduate capability in marketing roles in contemporary and emergent organisations.

A specific marketing course (such as a Bachelor of Marketing) needs to introduce students to the broad discipline of marketing as well as many of its specialised areas. It needs to encompass marketing's role in a dynamic business environment and introduces students to the concepts and strategies employed by marketers in facing the challenges presented by the ever-changing world of business.

Post Graduate Degrees

Graduate Certificates and Diplomas – No previous marketing course.

Graduate Certificates

A marketing specific or focused Graduate Certificate in Marketing needs to introduce marketing to graduate students as an enhancement to their primary career and/or prepare them for working in a marketing environment. A marketing specific or focused Graduate Certificate in Marketing should generally be a minimum of four marketing subjects. Generally this should cover:

1. Introduction to Marketing
2. Buyer/Consumer Behaviour
3. Introduction to Marketing Research

4. Marketing Communication
(Or similar)

Graduate Diplomas

A marketing specific or focused Graduate Diploma in Marketing needs to introduce marketing to graduate students of a non marketing course as an enhancement to their primary career and/or prepare them for working in a marketing environment. A marketing specific or focused Graduate Certificate in Marketing should generally be a minimum of eight marketing subjects. Generally this should cover:

1. Introduction to Marketing
2. Buyer/Consumer Behaviour
3. Introduction to Marketing Research
4. Marketing Management 1 (Marketing Strategy)
5. Marketing Communication

And preferably a subject like Marketing Management 2 (Marketing Planning, Implementation and Control)
(Or similar)

Plus 2 electives (either general business units or specialist marketing units (eg marketing research;

Graduate Certificates and Diplomas – marketing graduates

In general we see these as seen as either the preliminary stages to a Master of Marketing degree or an exit qualification based on advanced or specialist subjects focused on graduates of a marketing degree

Marketing Masters Degrees

These should be a 12-unit (minimum) course appropriate either for:

- a) candidates with no previous completed marketing studies (eg Master of Business (Marketing))
- b) candidates with previous completed marketing studies (eg a Master of Marketing (insert Specialisation here))

Either program should demonstrate a comprehensive, intellectually demanding and up-to-date understanding of business and marketing concepts and have a higher level of assessment than a Bachelor degree.

Both need to include some core unit offerings and allow for some flexibility in electives.

Master of Marketing Degrees – Candidates with no previous marketing course.

This course should be designed for early career marketers who have not studied marketing at the undergraduate level – but who have another degree (an undergraduate degree in a different discipline) and can therefore display success in a tertiary program.

As a general business degree with a marketing focus (major) it should provide an in-depth appreciation of the role of marketing in the overall success of the organisation

Objectives

The learning goals associated with this course should be to:

The learning goals associated with this course should be to:

- understand contemporary marketing thinking and concepts
- increase their knowledge of the marketing concepts, techniques and issues relevant to managers
- acquire knowledge and understanding of the role of marketing and its relationships with other important functional areas in management
- have a focus on in depth the influences on decision-making behaviour
- formulate appropriate marketing strategies to achieve organisational objectives
- expand their range of knowledge and capabilities by studying non-marketing courses in the program.

Courses will have a sufficient marketing units at a tertiary level that will include **a minimum of 6 marketing subjects.**

Generally this should include:

- 1 Introduction to Marketing
- 2 Buyer/consumer Behaviour
- 3 Introduction to Marketing Research
- 4 Marketing Management 1 (Marketing Strategy)
- 5 Marketing Communication
(Or similar)

And preferably a subject like Marketing Management 2 (Marketing Planning, Implementation and Control)
(Or similar)

And/or an additional two or three business electives (two subjects)

Master of Marketing by Course Work – marketing graduates

Description

This should be a course designed for career marketers who have previously studied marketing at the undergraduate level and needs to provide a comprehensive, intellectually demanding and up-to-date understanding of advanced and specialised marketing concepts.

Objectives

The learning goals associated with this course should be to:

- critically assess contemporary marketing thinking and concepts
- analyse in depth the influences on decision-making behaviour
- develop the ability to plan, implement and control marketing strategy in a variety of organisational settings
- develop the ability to apply their expertise and knowledge to planning, directing, implementing, monitoring and controlling an organisation's marketing effort
- formulate appropriate marketing strategies to achieve organisational objectives
- acquire specific theoretical knowledge and applied skills.

Structure

The course structure will probably have two main components:

- a set of six advanced or units in marketing:

- four - six specialist marketing electives.
- Up to two elective units taken from other disciplines.

Requirements

(a.) Students should complete six graduate units, such as those following:

- Managing Marketing Projects
- Advanced Marketing Research Methods (may be more than one unit)
- Advanced Marketing Research Analysis. (may be more than one unit)
- Marketing Performance Analysis (Metrics) (may be more than one unit)
- Advanced Buyer Behaviour. (may be more than one unit)
- Marketing Innovation And Planning
- Case studies in Marketing Strategy
- Contemporary Issues In Marketing

(Or Similar)

(b.) students must complete a further six specialist graduate units, comprising four or five specialisations in marketing areas such as :

International Marketing,
Online business (eBusiness/eMarketing)
Interactive Marketing,
Relationship Marketing,
Consulting
Retailing
Organisational (B2B) marketing
Services Marketing

Marketing (Financial; Hospitality and/or other) Services
Marketing Distribution Supply Chain Logistics.
Product and Brand Management
International Marketing
Pricing
Not-for-profit marketing
Social Marketing
Advertising and Sales Promotion
Public Relations
New Product development
(Or Similar)

- Marketing management project (may be more than one unit)
- Up to two elective units taken from other disciplines.

Master of Marketing by Course Work and Minor Thesis – Marketing graduates

Structure

This form of course structure will probably have two main components:

- a. A set of six advanced and/or specialist units in marketing, such as those following:
 - Managing Marketing Projects
 - Advanced Marketing Research Methods (may be more than one unit)

- Advanced Marketing Research Analysis. (may be more than one unit)
- Marketing Performance Analysis (Metrics) (may be more than one unit)
- Advanced Buyer Behaviour. (may be more than one unit)
- Marketing Innovation And Planning
- Case studies in Marketing Strategy
- Contemporary Issues In Marketing

- b a minor thesis equivalent to four specialist marketing study units, plus 2 electives OR
a minor thesis equivalent to six units specialist marketing study units
Or similar

Master of Marketing by Research - Thesis

This should be a course designed for either career marketers or those interested in a career as a marketing academic and needs to provide a the basis for demonstrating advanced research skills comprehensive, intellectually demanding and up-to-date understanding of advanced and specialised marketing concepts. The aim is to explore the principles, theoretical concepts and practice of marketing with a particular emphasis on leading edge marketing knowledge.

This course is often seen as a precursor to a Doctoral program

Other Courses

Vocational diplomas

MAANZ Accredited Vocational and Educational (VET) Marketing Courses should have a sufficient marketing units at a tertiary level that will include **a minimum of 6 marketing subjects.**

Generally this should include:

1. Introduction to Marketing
2. Buyer/consumer Behaviour
3. Introduction to Marketing Research
4. Marketing Management 1 (Marketing Strategy)
5. Marketing Communication

And preferably a subject like Marketing Management 2 (Marketing Planning, Implementation and Control)

And/or similar subjects and marketing electives

Certificate level training programs

MAANZ will accredit and/or endorse shorter (less than Course/ Diploma educational and training programs on a case by case basis.

Assessment strategies

A well designed course will use assessment methods as an integral component of the educational philosophy and delivery strategy. Arguably, the assessment of a course is the most important feature of the delivery strategy since it is this alone which students must complete in order to graduate. Indeed, it has been argued that it is the assessment which defines the real course curriculum - regardless of everything else that may be specified or intended. As such, getting the assessment strategy right is vital. With this in mind there are a range of principles for good assessment practice which should be followed. The most important points are:

There must be alignment between the assessment strategy and the Rationale + Aim + Objectives. That is, the behaviours required of students to complete the assessment must either contribute to the achievement of the objectives, or (at least) provide a mechanism by which students can illustrate achievement of the objectives.

Ideally, it should be transparently obvious - particularly to the students - that this is the case.

One way to achieve this is to use assessment methods which are authentic - i.e. they resemble tasks the students might reasonably be expected to complete if they were employed in the field for which the course/ major seeks to prepare them.

Given the significance of the assessment strategy in engaging students and directing their study behaviours, it follows that good practice will make use of this in guiding their learning. Accordingly, the assessment methods used should work together - in consort - to constructively guide the students in their learning. To achieve this it is necessary to provide the students with information regarding the standard of work that is required of them and (therefore) some details about how their work will be marked.

MAANZ principles of good assessment practice

MAANZ principles of good assessment practice are as follows:

- The assessment of student learning begins with educational values
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

MAANZ Recommended Assessment Guidelines

Within the framework of these guidelines and the stated mission MAANZ has adopted the following guidelines regarding assessment of the outcomes of its educational programs.

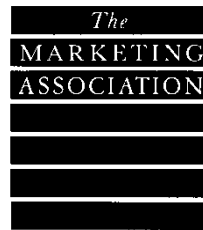
1. The primary focuses of the assessment process will be on ascertaining the effectiveness of academic programs and instruction and on developing methods to improve educational outcomes. Although data may be collected from individual students, the purpose of program assessment will not be to certify the competence or skills of particular students. The outcomes of extra-curricular activities will be assessed to the degree that they relate to academic goals.
2. The results of student outcomes assessment will be an integral part of the program review and strategic planning processes.

3. At the undergraduate level, responsibility for the assessment of attainment of general educational goals resides with the college administration. Assessment in this area may take place at the college level or at the department or program level, as appropriate.
4. Assessment of the outcomes of academic programs that lead to a degree will be conducted at the department or program level for both undergraduate and graduate programs. Assessments should use methods and procedures appropriate to the nature of the discipline and the goals of the program.
5. Use of multiple methods of assessment (both direct and indirect measures of learning) and multiple evaluators (for example, faculty, current students, former students, employers) is encouraged. Existing sources of information should be used whenever appropriate and feasible. Because the focus of assessment is on improving educational outcomes, not every student needs to be assessed by every method. The assessment process, however, should include representative samples of students who are in the program and be conducted on a regular basis.
6. Summaries of the results of the assessments will be shared with the faculty, administration, students, and other interested constituencies.

Learning Outcomes:

1. At the end of their program, marketing students will know the core concepts of marketing and the role of marketing in business and consumer lives;
2. Students will know the methods of collecting, processing, and analyzing information about consumers to make informed marketing decisions;

3. Students will know the psychological and sociological factors which influence consumers in making purchase decisions, and how these factors relate to the formation of effective marketing strategy;
4. Students will know the effects of social, legal, ethical and technological forces on marketing decision-making;
5. Students will know detailed information about the marketing mix, its effective deployment, and impact on the performance of an organisation;
6. Students will know how to communicate effectively and to work in teams;
7. Students will know how to utilize the steps involved in marketing planning and be able to create a marketing plan.



The Marketing Association of Australia and New Zealand

(MAANZ International)

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