



**LUND**  
UNIVERSITY

Faculty of Social Sciences

## **SMMV35, Retail and Place Development, 15 credits** *Retail och platsutveckling, 15 högskolepoäng* Second Cycle / Avancerad nivå

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### **Details of approval**

The syllabus is an old version, approved by the board of the Department of Service Management and Service Studies on 2020-02-26 and was valid from 2020-08-31, autumn semester 2020.

### **General Information**

The course is included in the Master of Science (120 credits) programme in Service Management and is the fourth specialised course in the Retail specialisation and taught in the third semester.

*Main field of studies*

Service Management

*Depth of study relative to the degree requirements*

A1F, Second cycle, has second-cycle course/s as entry requirements

### **Learning outcomes**

For a Pass on the course, the student shall

#### **Knowledge and understanding**

- demonstrate specialised knowledge and understanding of different theoretical perspectives of place development and how they are related to general traditions within the theory of science
- demonstrate the ability to understand in depth and reflect on the impact of general societal development on places, and
- be able to account for and discuss current place-related research issues in retail research

#### **Competence and skills**

- demonstrate the ability to analyse a retail environment based on different theoretical and/or practical perspectives

- demonstrate the ability to summarise and analyse advanced literature within a delimited field, and
- demonstrate the ability to communicate their own analyses of the relation between place and retail environment, based on complex empirical data

### **Judgement and approach**

- demonstrate the ability to use a scholarly approach to analyse strategies for place development of relevance or related to retailing.

### **Course content**

The aim of the course is to enable students to develop specialised knowledge and analytical skills of relevance to work with strategic issues within retail and place development.

The course consists of the following components:

The localisation and change patterns of retail (8 credits)

The first module consists of an individual written assignment, in which the students are to demonstrate knowledge and understanding of the theoretical perspectives, key concepts and research areas represented in the required reading, and the ability to use a scholarly approach to critically analyse and reflect on them.

Critical perspectives on retail development and place development (7 credits).

The second module consists of a project, in which the students, in groups, are to specialise in one/several current issues associated with retail and place development. Within the scope of the project, the student is to collect their own empirical material and use it to demonstrate their ability to critically analyse strategies for place development relevant or related to retail.

### **Course design**

The teaching consists of lectures, seminars and workshops, supervision and a field trip.

Compulsory participation is required in the seminars and field trip. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties relating to elected office, e.g as a student representative.

### **Assessment**

The assessment is based on two written assignments. The first module (The localisation and change patterns of retail, 8 credits) is assessed on the basis of an individual written assignment. The second module ( Critical perspectives on retail development and place development, 7 credits) is assessed on the basis of a written group assignment.

In connection with the group assignment, the student is offered supervision. The hours of supervision are limited to the semester in which the student first registered for the course. Exceptions can be made if there are special grounds.

The course includes opportunities for assessment at a first examination, a re-sit close

to the first examination and a second re-sit for courses completed in the past year (catch-up exam). At least two further re-examinations on the same course content are offered within a year of a major change to, or discontinuation of, the course. After this, further re-examination opportunities are offered, but in accordance with the current course syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E, the student has demonstrated acceptable results. For the grade of D, the student has demonstrated satisfactory results. For the grade of C, the student has demonstrated good results. For the grade of B, the student has demonstrated very good results. For the grade A, the student has demonstrated excellent results. For the grade of Fail, the student has demonstrated unacceptable results.

The grades from the two modules are weighted to combine into one of the grades A, B, C, D, E or Fail as a grade on the course as a whole. The grade for the course as a whole is calculated as follows: Each assessed component is awarded points from 0 to 5. 0 corresponds to Fail, 1-5 to the grades E-A. For 1 point, the student must demonstrate acceptable results (E). For 2 points, the student must show satisfactory results (D). For 3 points, the student must demonstrate good results (C). For 4 points, the student must demonstrate very good results (B). For 5 points, the student must demonstrate excellent results (A).

The examinations are then weighted in the following manner: (Grade on assignment 1 + grade on assignment 2)/2. If the average grade ends up between two grades, the higher grade is to be awarded.

At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

## Entry requirements

To be admitted to the course, the student must have completed at least 45 credits within the Master of Science (120 credits) programme in Service Management prior to the third semester of the programme, 7.5 credits of which must be from the introductory course of the programme and 7.5 credits from the introductory course specific to the student's specialisation.

## Further information

This course replaces SMMR33 Retail and Place Development, 15 credits and cannot be included in a degree together with this course.

## Subcourses in SMMV35, Retail and Place Development

### Applies from H23

- 2301 Individual written exam, 8,0 hp  
Grading scale: Fail, E, D, C, B, A
- 2302 Project work, 7,0 hp  
Grading scale: Fail, E, D, C, B, A

### Applies from H20

- 2001 Individual written paper, 8,0 hp  
Grading scale: Fail, E, D, C, B, A
- 2002 Project work, 7,0 hp  
Grading scale: Fail, E, D, C, B, A