Programme Title: MSc Digital Marketing

Queen Mary
University of London

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MSc Digital Marketing
Name of interim award(s):	Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip) 1 year
Duration of study / period of registration:	
Queen Mary programme code(s):	
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

School of Business & Management

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

Digital Marketing represents a rapidly growing and technologically advanced area of business operations, providing exciting job opportunities for those with the required set of skills . The MSc Digital Marketing programme is designed to prepare you for a career within this cutting-edge and challenging field. The programme provides the right mix of strategic and tactical skills and knowledge necessary for next-level marketing practitioners, who need to be able to develop customer insights from data and use this to deliver successful products, services, and marketing campaigns in technology-infused environments within commercial or non-commercial sectors. There are several core modules, which build the necessary foundational knowledge and skills. Additionally, the opportunity for greater specialization and flexibility is provided through a number of elective modules. You will start by learning the basics of marketing and digital marketing, AI in business before engaging with more specialised topics including digital communications/campaigns and analytics.
The programme is open to graduates of all disciplinary backgrounds and is suitable for individuals who are looking to start or develop their own businesses, as well as those looking to work in commercial or non-commercial sectors.

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Aims of the programme

1) offer an access to a graduate degree for students with different academic backgrounds that include social sciences and humanities, but not exclusively, in order to meet a diversity of student aspirations;
2) provide a highly professional master's degree that offers students the advanced knowledge in the field of digital marketing and its application in various business environments;
3) develop critical thinking and analytical skills to evaluate, assess, and apply latest insights and developments in digital marketing to address business problems and improve marketing practice;
4) develop interdisciplinary skills in the areas of marketing, global business management, and business information technology;
5) develop and enhance professional skills and employability, which are fit for evolving business ecosystems;
6) motivate students to continue their personal development of transferable skills.

What will you be expected to achieve?

Upon completing this programme, students will be able to:
1. develop independent insights from research and learning to actionable solutions in (digital) marketing.
2. critically evaluate competing approaches and viewpoints, and justify decisions in digital marketing within a broader strategic marketing framework.
3. deal with complex and dynamic managerial issues and business environments related to marketing and technology.
4. communicate effectively and with sensitivity to cultural or other relevant contextual factors.
5. act ethically and with responsibility.

Academic Content:	
A 1	Critical and multidisciplinary understanding of the digital ecosystem for marketing
A 2	Ability to conduct independent research and necessary empirical analyses to reach informed decisions
A 3	Understand marketing though the dynamic changes to the the digital economy
A 4	Examine the risks, opportunities and risk of engaging in the digital infrastructure afforded for marketing globally

Disciplinary Skills - able to:	
B 1	Critically evaluate digital marketing approaches, tools, and techniques
B 2	Engagement with the conceptual issues of marketing and its application to real life contexts
B 3	Approach digital marketing as cultural shaped through offline and online contexts of the marketplace
B 4	Understand and align digital marketing plans and their implementation with broader marketing and corporate strategies
B 5	Evaluate and appreciate a range of contextual factors that may be relevant in professional circumstances, including social/ethical and environmental concerns as well as economic/financial considerations

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Attributes:	
C 1	Be an independent learner with the ability to work in teams collaboratively
C 2	Act responsibly and with professional accountability
C 3	Able to work with a range of stakeholders, including in teams as well as individually
C 4	Engage with rapid technological developments
C 5	Appreciate the time and effort required for developing new skills and be committed to life-long learning
C 6	Develop communication skills for marketing-related sectors
C 7	Development of lifelong learning skills, including engendering an enthusiasm for business and for learning and professional development

How will you learn?

Teaching is by research-oriented staff supplemented, where appropriate, by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information is available online on the School's Postgraduate webpage.
Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).
To achieve the learning outcomes of the programme the following pedagogical forms of teaching are to be deployed: constructivist, collaborative, integrative, reflective and inquiry based learning. These forms are to be deployed through a large scale of different teaching and learning activities that include the standard lectures that will be accompanied by the small group seminars, one-to-one tutorials, expert lectures, simulation game(s), computer-lab based activities, group-work, independent studies, research projects, team group learning.
The learning outcomes - academic content AI -A4 - will be achieved through lectures, tutorials and research projects.
The learning outcomes - disciplinary skills B1- B5- will be achieved through a series of lectures, case studies, tutorials, PC lab sessions, group exercises, and self study.
The learning outcomes- attributes C1-C7 - will be achieved through self learning, tutorials, research projects, and pastoral support.

How will you be assessed?

The learning outcomes that include academic content and disciplinary skills are assessed in each module through the following assessments: coursework, essays, projects, presentations and, in some cases, exams. There will be variation across modules, and some are wholly examined by coursework. The assessment methods are carefully designed for each module to fully capture the essence of specific modules and their associated learning outcomes. Timely and constructive feedback will be provided to students, which is an integral part of the assessment process.
Clear guidance on coursework requirements will be given, emphasizing different approaches to assessment and good academic conduct (including the avoidance of plagiarism). Standard College procedures will be followed in the setting and marking of assessments and in the determination of overall grades.

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How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes will lead an induction session for the cohort entering that year. This covers Compulsive and Elective Modules in each Programme; Choice of Electives; the Documentation Students must Complete; Exams; Coursework and Assessment; the Student Handbook; Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

The programme is full-time delivered across 3 semesters in 1 academic year, with 4 modules in Semester 1 &2. The dissertation module offers a choice between a conventional dissertation for marketing module or a simulated games module. The dissertation module is delivered across semesters 2&3.

Semester A Core Modules:
1. Introduction to Marketing Theory and Concepts (BUSM094)
2. Relationship and Network Marketing (BUSM096)
3. Digital Marketing (BUSM099)
4. AI for Business (BUSM203)

Semester B Core Modules: (Compulsory)
1. Integrated digital communications and Campaigning (BUSM212)
2. Research Methods for Marketing (BUSM098)
3. Business Digital Analytics (BUSM211)

Electives - Choice of One
Brand Storytelling in the Digital Age (BUSM210)
Sustainability Marketing, Ethics and CSR (BUSM214)
Social Marketing for Social Justice (BUSM213)

Semester C (core):
Dissertation (BUSM106)
OR
Business Game (BUSM215)

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Marketing Theory and Concepts	BUSM094	15	7	Compulsory	1	Semester 1
Digital Marketing	BUSM099	15	7	Compulsory	1	Semester 1
Relationship and Network Marketing	BUSM096	15	7	Compulsory	1	Semester 1
AI for Business	BUSM203	15	7	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods for Marketing	BUSM098	15	7	Compulsory	1	Semester 2
Business Digital Analytics	BUSM211	15	7	Compulsory	1	Semester 2
Integrated digital communications and Campaigning	BUSM212	15	7	Compulsory	1	Semester 2
Brand Storytelling in the Digital Age	BUSM210	15	7	Elective	1	Semester 2
Sustainability Marketing, Ethics and CSR	BUSM214	15	7	Elective	1	Semester 2
Social Marketing for Social Justice	BUSM213	15	7	Elective	1	Semester 2
Dissertation for Marketing	BUSM106	15	7	Core	1	Semesters 2 & 3
Business Game	BUSM215	60	7	Core	1	Semesters 2 & 3

What are the entry requirements?

The programme is designed for students with a bachelor's degree (2:1 or above) in any field.
Standard English requirements apply.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student academic performance and the academic quality of the programme are to be closely monitored, managed and enhanced through the following mechanisms:
The Programme Director works closely with the Deputy Dean of Education, the Head of Department and the School of Business and Management Teaching and Learning Committee. As a result, any issues are identified earlier for remedy. For example, issues may be cited by students or the external examiner and meetings held monthly.
In addition, the Programme Director works closely with the School's Student Engagement Team to update students on important aspects concerning quality.
The School of Business and Management has a dedicated member of academic staff to scrutinise the latest and past NSS scores, in addition to module evaluations.
The school regularly sends staff members to attend CABS conferences (Chartered Association of Business School). These conferences bring together colleagues from business schools across the UK and foster an exchange between them on how to manage business schools effectively and how to best teach students about business. These interactions ensure that our students are taught using the most recent methods.
The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director,

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who reports to the Director of Postgraduate Taught Programmes.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School's Associate Dean for Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

Curriculum development and delivery are overseen by the Programme Director through the relevant School Teaching Review Group which reports to the School's Teaching and Learning Committee. The School's Teaching Review Groups oversee teaching methods in each module, taking into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and the Student-Staff Liaison Committee as well as external sources (external examiners, and views filtered through the College's International Office).

All schools operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery. Students' views are considered in this process through analysis of the NSS and module evaluations.

In addition, the director of the programme collaborates with technological companies and industry experts to reflect on the content of degree (Ix a year - director of the programme). External examiners provide feedback on the content of the programme and academic performance.

What academic support is available?

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented where appropriate by Teaching Fellows, who will combine specialist knowledge of their subject with a critical attitude to its delivery. Students will, accordingly, be working in a challenging, supportive environment. The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The plasma screens within the school also update on timetabling, events and support services within the school. The virtual learning environment (QMplus) has information on the different modules and supervisory advice as well as personalised teaching timetables. Students are also advised on the support services available in the Language and Learning Unit. A module talk is held at the start of the module selection process to enable students make informed choices when selecting their electives.

Postgraduate Programme Director

The School has one academic Programme Director who is able to support students through their studies, if they encounter any difficulties of a personal nature which are having an impact on their studies they can meet with the Director for support.

Academic Advisors

Every student is allocated an Academic Advisor who they can approach should they have any queries or issues related to their academic studies or academic development. Students are expected to see their advisor at least once each semester.

Office Hours

All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate,

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postgraduate, UK and international at all campuses and all sites.
Students can access advice, guidance and support in the following areas:
· Finding out if you have a specific learning difficulty like dyslexia
· Applying for funding through the Disabled Students' Allowance (DSA)
· Arranging DSA assessments of need
· Special arrangements in examinations
· Accessing loaned equipment (e.g. digital recorders)
· Specialist one-to-one "study skills" tuition
· Ensuring access to module materials in alternative formats (e.g. Braille)
· Providing educational support workers (e.g. note-takers, readers, library assistants)
· Mentoring support for students with mental health issues and conditions on the autistic spectrum.
All reading lists have been reviewed to coincide with the new blended learning environment in response to the pandemic and the necessity for electronic versions of module texts, with all staff encouraged to use the space for Talis / Reading Lists Online within the updated QMPlus module sites.
QMPlus modules sites have been significantly developed during 2020/21, to be re-purposed and further developed in 2021/22 and beyond, including significant video and audio materials on all modules for asynchronous learning, supplemented by video recordings of essential material also made available post-live sessions. This practice shall continue on return to in-person teaching via further development of QMPlus modules sites, linked to QReview, and with a move towards the standard use of SensusAccess before uploading QMPlus materials. Due allowance will be made for students to record seminars, if necessary, and seminar discussions and classroom arrangement will furthermore take into account any special arrangements. Students requiring additional time for completion of assessments i.e. in-class tests and presentations as recommended by DDS will have the adjustments made by the module administrator. In addition, marking of assessments will take into consideration any neurodiversity i.e. not penalising sentence structure or grammar.

Links with employers, placement opportunities and transferable skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to be different context beyond academia.
The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).
The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:
- The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- The ability to conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting
- Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

Programme Specification Approval

Person completing Programme Specification:

Person responsible for management of programme:

Date Programme Specification produced / amended by School / Institute Education Committee:

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Date Programme Specification approved by Taught Programmes Board: