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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 Marketing and Digital Analytics
Name of interim award(s):	Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip)
Duration of study / period of registration:	1 year
Queen Mary programme code(s):	
QAA Benchmark Group:	Business and Management
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

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

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

Programme outline

The programme adds to the MSc portfolio in the Department of Marketing by providing students an opportunity to study marketing through an emphasis on the relationship between Marketing and the use of digital analytics as a mode of enquiry to understand the changing nature of Marketing as a sector. In this context, the term 'digital analytics' captures the both the modes of approaches to utilizing data, both quantitative and qualitative and equally the online marketing and communications phenomena these are embedded on. Additionally, it sets the ambit of this digital enquiry within the conceptual location of the digital economy and its opportunities and challenges. By providing new methodologies as well as theoretical insights and critiques to understand the relationship between Marketing, organizations, and consumers, it examines techniques to measure, track, regulate and code human and consumer behaviour. By building an emphasis in studying marketing through the remit of digital analytics, the programme adds to the skills and knowledge relevant for organizations and businesses operating in the digital economy within which the strategic use of data, especially open data can augment business and market intelligence as well as strategies and insights into consumer profiles. This programme builds a point of difference or USP with its data analytics emphasis and from an ontological paradigm it provides an overview of the challenges within the big data economy including the opportunities and ethical constraints of using data analytics and AI-driven consumer orientations. This programme provides an alternative to the present singular MSc Marketing offering in the Department and affords its USP by looking at the B2B as well B2C of utilizing data analytics in the digital economy. This programme will grow student recruitment, while drawing on existing expertise in research and teaching of the compulsory materials and in making available new modules as electives for

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the present and proposed new Masters' programmes in marketing. This course is targeted at students who want a measure of expertise in data analytics and in employing these in marketing-related sectors and beyond.

Aims of the programme

The MSc Marketing and Digital Analytics programme is designed to provide a combination of analytical, strategic and methodological insights into marketing and its relationship with the global data economy. Through the perspective of marketing as reconfigured through the changing dynamics of the digital environment, the programme looks at the opportunities, risks, trends, cultural phenomena and methodologies afforded afforded by the data economy and in turn the appropriation of strategies to address such a dynamic marketplace through the dimension of 'digital analytics'. The programme develops critical insights into the changing nature of marketing through a review of critical and and methodological insights to drive campaigns and to devise and consumer relationships within a technologically-mediated environment. The core and compulsory modules build on foundational knowledge and skills on marketing and digital economy concepts and theories and in tandem digital analytics alongside its relationship with open and big data. Additionally, the opportunities for deeper engagement with the digitally-induced marketplace is provided through a number of elective modules. The programme as such aims to;

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 degree that offers students the advanced knowledge in the field of international marketing and digital analytics, in terms of its use in the real business environment,
3) develop critical thinking and analytical skills to evaluate, assess and apply the the realm of marketing as operationalised within the digital economy
4) develop interdisciplinary skills in the area of digital economy, open data and marketing as intertwined propositions
5) enhance professional skills of how to transfer knowledge into the specific business processes through business digital analytics including open data and modes of tracking the success of campaigns
6) motivate students to continue their personal development of transferable skills;
7) to enhance students employability skills.

What will you be expected to achieve?

The programme will build the following broad skills:

1. Ability to develop independent insights from research and learning on Marketing and digital analytics in the Digital Economy
2. Critically evaluate competing approaches and viewpoints, and justify decisions on Big Data, Open Data and Data Analytics
3. Ability to review the use of data in terms of methodology and ontology, and its relevance in different cultural contexts.
4. Act ethically and with responsibility in terms of data analytics with special attention to data ethics including data privacy, anonymity and governance.
5. Understand and appreciate the use of open data for strategic operations and marketing as well as its constraints
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 particularly in positions which requires data analytics.

Academic Content:		
A 1	Critically understand the conceptual dynamics between marketing concepts and the digital economy
A 2	Develop insights into international marketing from platformization and its affordances of digital analytics

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A 3	Under the digital economy in terms of its cultural realm and methodologies
A 4	Approaching the realm of marketing as a dynamic field through the changes in the digital global environment
A 5	Understanding the conceptual and methodological approaches to big data and platformization
A 6	Critical engagement with quantitative and qualitative digital methodologies
A 7	Examining the strategic uses of Open Data for marketing and organisations

Disciplinary Skills - able to:	
B 1	Develop an interdisciplinary perspective between the digital economy and the global marketplace
B 2	Examine international marketing through the workings of the digital economy and its architecture
B 3	Critique ethical issue of marketing approaches to the digital economy
B 4	Advance digital analytics via qualitative and quantitative research skills
B 5	Understand marketing as interdisciplinary and cross-cultural field of enquiry
B 6	The ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies

Attributes:	
C 1	Be able to independently on a piece of chosen area of research
C 2	Develop effective communication skills and marketing strategies with case scenarios
C 3	Be able to work in a team collaboratively in presenting and synthesizing ideas
C 4	Sensitive to the ethical dimensions of data economy and issues of inclusivity
C 5	Ability to work with people from a range of cultures
C 6	An awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation.
C 7	An awareness of digital literacy within different cultural contexts

How will you learn?

The teaching team is comprised of Teaching and Research (T&) and Teaching & Scholarship staff, complemented where relevant by visiting lecturers with professional industry expertise to combine professional knowledge and professional experience into the praxis of the international marketplace and marketing sectors such as communications,advertising, Public Relations, etc . Students will therefore benefit from this mix of expertise accruing from research, scholarship and industry insights as well as

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professional practice.

Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading. This information will be available online on the School's online teaching portal (i.e. QMplus).

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 emphasize dissemination of information, explain the core/key concepts adhering to the structure of the module outline, determine the focus and sequence and set out the pace of learning. The pacing and sequencing correspond to the duration of the semester. The resonance of topics between different module are meant to be reiterative in terms of emphasizing core/key ideas. Seminars/classes make for a more agile, in-depth discussions drawing from the broader focus of the lectures and are often designed to be interactive and participatory in terms of the learning experience by facilitating discussions, problem solving, group work, group activities case studies and presentations (where relevant in accordance with the aims and objectives as well as learning outcomes of each module).

To achieve the learning outcomes of the programme the following pedagogical forms of teaching are to be deployed within a blended learning environment. These include Inclusive approaches which seek to decolonize and critique normative paradigms of thought. Other modes of learning include inquiry-based learning, application of ideas, deconstruction, as well as collaborative and reflexive ontologies.These forms are to be deployed through a large scale of varied teaching and learning activities that include the standard lectures that will be accompanied by the small group seminars, one-to-one tutorials, expert lectures, group-work, independent studies, research projects, team group learning.

The learning outcomes - academic content A1-A7 - will be achieved through lectures, tutorials and research projects.
The learning outcomes - disciplinary skills B1- B6 - will be achieved through a series of lectures, case studies, tutorials, sessions, private studies, group exercises.
The learning outcomes- attributes C1-C7 - will be achieved through lectures, guest lectures, tutorials, research projects, one to one tutorials, group supervision, independent development of an idea and its execution through research and collection of empirical data (where relevant).

The variety of the proposed learning approaches that will be underpinned by the elements of the fundamental pedagogical approaches as outlined above, and will enhance the quality of student experience. It is necessary to underscore the fact that the knowledge construction and interdisciplinary skills are achieved through the designed structure of the programme that uses three teaching terms.

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 exams. But there is considerable variation across modules, and some are wholly examined by coursework. The assessment methods are carefully designed for each module and there is the required variations of the used assessment methods to fully capture the essence of the specific modules and the specific learning outcomes. It is important that timely and detailed feedback provided to students is an integral part of the assessment process. Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

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 leads a two day 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.

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Programme Title: Msc Marketing and Digital Analytics

The programme is full-time delivered across 3 semesters in 1 academic year, with 4 modules in semesters 1 & 2, with the dissertation project delivered in semester 2 & 3.

Semester 1: Theoretical and Compulsory:
Global Marketing and Communications(BUSM206)
Digital Economy, Big Data and Platformization (BUSM205)
Networked and Influencer Marketing (BUSM207)
AI for Business (BUSM203)

Semester Two
Business Digital Analytics (BUSM211)
Research Methods for Marketing (BUSM098)
Brand Storytelling in the Digital Age (BUSM210)

Electives(Selection of two electives from these offerings)
Social Marketing for Social Justice (BUSM213)
Services Marketing (BUSM183)
Sustainability Marketing, Ethics and CSR (BUSM214)

Semester 2 & 3:
Dissertation for Marketing (BUSM106) or
Dissertation -Working with Open Data BUSM216

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Digital Economy, Big Data and Platformization	BUSM205	15	7	Compulsory	1	Semester 1
Networked and Influencer Marketing	BUSM207	15	7	Compulsory	1	Semester 1
Global Marketing and Communications	BUSM206	15	7	Compulsory	1	Semester 1
AI for Business	BUSM203	15	7	Compulsory	1	Semester 1
Business Digital Analytics	BUSM211	15	7	Compulsory	1	Semester 2
Research Methods for Marketing	BUSM098	15	7	Compulsory	1	Semester 2
Brand Storytelling in the Digital Age	BUSM210	15	7	Compulsory	1	Semester 2
Services Marketing	BUSM183	15	7	Elective	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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	60	7	Core	1	Semesters 2 & 3
Dissertation Open Data Project	BUSM216	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 the social sciences. IELTS Academic: 7.0 overall including 6.0 in Writing, and 5.5 in Reading, Listening and Speaking or equivalent exam.

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, including Plagiarism workshops, additional short courses on writing and support from academic tutors.
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, 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.

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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 (1x 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, postgraduate, UK and international at all campuses and all sites.

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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:

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