Programme Handbook

## MSc Strategic Digital Marketing

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Version 4

Welcome from the Provost

Hello, I am Professor Dilshad Sheikh, Provost at Arden University. With over 24 years teaching experience, I would like to welcome you to this exciting programme. I oversee a highly experienced management and teaching team with lots of vocational business experience. I am sure that they look forward to both teaching you on the course and to sharing their experiences from the business world. I wish you every success on the course and look forward to witnessing your progress and development as an Arden University student.

Welcome from the Head of the School of Management and Executive Education
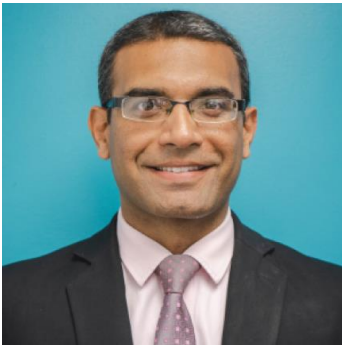
I am Dr Hassaan Khan, the Head of the School of Management and Executive Education at Arden University. I studied Accounting and Finance at the University of Kent, followed by an MSc and PhD in Finance from Durham University.

Before joining Arden, I served as the Associate Dean at the Global Banking School, where I oversaw the Finance and Business Management degree courses. I was also the Director of Programmes at BPP University, responsible for managing degree programmes in Finance and Applied Management, as well as professional accountancy courses and degree apprenticeships. My previous roles include Director of the Centre for Financial Research at Anglia Ruskin University, Entrepreneur Scholar at Judge Business School, and Teaching Assistant at Durham University. I have considerable experience in knowledge transfer partnerships, most notably with Allia Limited, Cambridge, where I worked as a Social Investment expert in collaboration with the Icubyte Cambridge Business Incubator.

In addition to my role at Arden University, I continue to work as a Consultant Financial Economist at the Bank of England. I am also a Fellow of the Higher Education Academy and a member of various professional organisations, including the Fintech Professionals Association, the Royal Economic Society, ICAEW, the Chartered Management Institute, and the British Accounting and Finance Association.

Welcome from the Head of the Department of Marketing

Gillian McCurdy is the Head of Department of Marketing at Arden University, where she leads a dynamic team of academics dedicated to providing high-quality education in the field of digital marketing and communications. With a strong background in digital marketing strategy, communications planning and content development, Gillian brings a wealth of industry experience and academic knowledge to her role.

Prior to joining Arden University, Gillian held positions as Programme Team Leader for Digital Marketing at University College Birmingham (UCB) and has over 20 years significant experience within industry holding positions such as Director of Marketing and Digital at the City of Birmingham Symphony Orchestra and Head of Marketing at Thinktank, Birmingham Science Museum. Gillian has a proven track record within academia of setting up successful digital marketing programmes, and within industry she has led on the development of effective marketing strategies which have significantly increased revenue and brand reputation for a series of high-profile organisations. Gillian's research interests include the impact of digital technologies and media on consumer behaviour, the use of data analytics in marketing and sustainable marketing practices.

Gillian is passionate about providing students with real-world skills in the field of digital marketing and communications and fostering digital innovation in digital marketing education.

Introduction to the Programme

Welcome to the MSc Strategic Digital Marketing programme. This handbook provides you with information about the structure of your programme.

The programme is made up of the modules listed in the table below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Form section of iLearn.

MSc Strategic Digital Marketing Modules

Module Title	Credits	Module Type (Core/Option)
The Digital Marketing Environment	20	Core
Managing Customer and User Experience	20	Core
Building & Managing Digital Brands	20	Core
Big Data, Analytics and Martech	20	Core
Contemporary Marketing Communications Planning	20	Core
Social Media Marketing	20	Core
Digital Business Transformation Project	60	Core

Please note that modules may not be delivered in this order; please refer to your course timetable.

<u>Student Loans Company Funded Students</u>
If you have been granted a postgraduate loan from the Student Loans Company, you must progress at an appropriate pace to complete within <u>two years</u>. Arden University is required to make annual reports to the Student Loans Company regarding your progress. If you fall behind, or if you decide you would prefer to study at a slower pace, you may transfer to the Flexible Distance Learning route (see below). However, if you transfer to the more flexible route, you will not be eligible for any continued loan payments from the Student Loans Company.

<u>Flexible Distance Learning Students</u>
If you have chosen the flexible distance learning route and have not received a postgraduate loan from the Student Loans Company, you have the flexibility to plan your own pace of study. Postgraduate degrees usually take around two to three years to complete depending on how many modules you study each year. In order to achieve this, it is recommended that you aim to complete at least 60 credits each year, equivalent to three 20-credit modules. You will have a maximum of five years to complete the programme (from the date you first started).

<u>Full Time Distance Learning Students</u>
If you are a full-time distance learning student, you will study at a prescribed pace to ensure that you complete on time. You will study two modules per quarter and will be working on your dissertation at the same time, with the final quarter to complete the dissertation, allowing you to complete the whole degree in 12 months.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website http://arden.ac.uk/

Social Media Software and Digital tools

The programme will give you the opportunity to develop your skills by engaging with leading edge proprietary software that meets industry standards, giving you a competitive advantage when you graduate. Module delivery incorporates the use of software and social media applications such as Facebook, LinkedIn, Instagram, Twitter, Tik Tok to name a few. The programme will also build and enhance your data evaluation skills by integrating appropriate industry standard data management software into the teaching and learning sessions.

PROGRAMME SPECIFICATION – MSc Strategic Digital Marketing

1.	**Programme Code**					
2.	**Programme Title**	MSc Strategic Digital Marketing				
3.	**Target Award Title**	1.MSc, 2. Post Graduate Diploma, 3. Postgraduate Certificate, 4. Module Certificate (see below)				
4.	**Exit Award Title(s)**	Post Graduate Diploma, Postgraduate Certificate, Module Certificate				
5.	**Subject area**	Business				
6.	**Faculty**	Business and Innovation				
7.	**School**	Management and Executive Education				
8.	**Programme Team Leader(s)**	Gillian McCurdy				
9.	**Programme Type**	Specialist				
10.	**Delivery Model**	DL F/T	X	BL F/T	X	Apprenticeship	
		DL P/T	X	BL P/T	X	Other	X
	Where delivery model is identified as 'Other' please provide details	Students are able to study individual modules for a university certificate.				
11.	**Location of delivery**	UK centres, Berlin and DL				
12.	**Proposed Start date**	October 2021				
13.	**Reference points**	QAA benchmarks for Masters' Degrees (N100) in Business and Management (2015), the Masters' Degrees General Characteristics: type 3 (Sept 2015). FHEQ, L7. Quality Code 2019 (QAA).				
14.	**Professional, Statutory & Regulatory Bodies (PSRB)**	Chartered Institute of Marketing. Students are eligible for CIM membership.				

15. Programme aims

- Utilise marketing knowledge and digital understanding and skills to critically evaluate and formulate evidence-based arguments and identify solutions to both defined and uncertain marketing problems.

- Apply professional and academic skills to create and justify compelling marketing solutions.

- Develop skills in designing and implement marketing strategies in the digital business environment

- Develop analytical and planning skills in a digital marketing context.

- Explore the marketing challenges presented by Big Data and emerging marketing technology in terms of competitive advantage and sustainable business growth

- To enable students to engage with leading edge proprietary software and develop their practical and professional skills.

Approximately 30% of the degree is dedicated to developing an understanding of the general marketing environment. This is necessary to equip students with an understanding of the key marketing fundamentals before they consider the impacts of digitisation, (remaining 70%).

16. Programme Entry Requirements

Standard entry: A first degree or equivalent at 2:2 level in any recognised discipline.

Candidates who lack formal qualifications but possess significant, relevant experience will also be considered.

Programme entry is also subject to Arden University's standard policies on APEL and ACL.

17. Graduate Attributes

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000) has been developed around 6 attributes:

01 Discipline Expertise
02 Effective Communication
03 Responsible Global Citizenship
04 Professional Skills
05 Reflective Practitioner
06 Lifelong Learning

The Means by which Graduate Attributes are Achieved and Demonstrated

1 - Professional Skills: achieved and demonstrated through:
- Development of proficiencies with relevant practices and technology
- Reflecting upon own practice and work product outputs via exercises
- Critiquing own outputs and assessments
- Evaluating digital marketing solutions including software applications

2 – Reflective Practitioner: achieved and demonstrated through:
- Reflecting upon exercises and tasks
- Reflecting upon software applications and appraisals

3 – Responsible Global Citizen: achieved and demonstrated through:
- Identifying digital marketing regulatory and ethical issues
- Reflecting upon "best practice" approaches regarding digital marketing decision-making and strategies
- Exploring international case studies

4 – Lifelong Learning: achieved and demonstrated through:
- Developing a foundational knowledge, digital marketing technologies and analytical techniques
- Developing self- awareness and marketing skills

5 – Effective Communication: achieved and demonstrated through:
- Participation in team-based simulation exercises and tasks
- Online collaborative exercises and presentations
- Development of digital marketing proposals

6 - Discipline Expertise: achieved through and demonstrated through:
- Awareness of software, analytical and technological solutions relevant to digital marketing
- Gathering, sharing and consolidating relevant theory via self-study, peer to peer exchanges and discussions, and practical applications
- Adopting a research informed approach to learning, assessments and individual and collaborative exercises

18.	**Learning, teaching and assessment methods and strategies**

The programme uses an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: groupwork, discussion fora, social media channels, collaborative tools, webinars and software. Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus via the use of contemporary case studies, industry data sets and engagement with relevant proprietary software related to transformations such as data analytics, customer relationship management and general marketing technology (martech). Teaching is student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions and case materials and act on tutor feedback as they develop an understanding of digital marketing concepts.

Teaching activities require students to work collaboratively, exchange peer to peer feedback and reflect upon their own work experiences as they navigate module materials and assessments.

The programme also involves engagement with relevant business software; students are expected to evaluate the contribution of such applications, develop skills in software applications and reflect upon their contribution to digital marketing strategy.

Students are required to engage in group working and projects as they navigate module materials, exchange peer to peer feedback and reflect upon study materials, case studies, data sets and formative feedback to broaden their understanding of digital marketing.

Assessment

The assessment strategy centres on a strong alignment with real world business marketing issues and embraces a range of group and individual based assessment types including: negotiated assessments, work products, reflective analysis, marketing plans, international case study analysis, digital marketing campaigns, software appraisals, report writing, digital artefacts, narrated PowerPoints and portfolio building. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and demonstrate the high levels of critical and diagnostic thinking required to meet the standards of a Level 7 business qualification.

The programme culminates in the submission of the independent study assessment (Business Transformation Project) that builds upon content examined in the other modules and requires students to develop a digital transformation plan focusing on key digital marketing concepts.

Level	Scheduled	Independent	Assessment
7	30%	40%	30%

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated

18a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are assessed
A1. Differentiate a range of marketing strategies and practices. A2. Utilise principles of marketing practice in an operational context. A3. Compose and construct effective marketing concepts and plans, utilising a range of specialist techniques and practices. A4. Utilise and apply professional and academic skills to create and justify compelling marketing solutions.	Acquisition of knowledge and understanding at all levels is through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. (A1, A2, A3, A4) Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials and resources. (A1, A2, A3, A4) Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves. Podcasts, PowerPoints and appropriate software will be used throughout the students' learning journey. (A1, A2, A3, A4) Synchronous seminars facilitated where theory and practice are integrated. Our strategy enables students to engage with a variety of learning tools and digital software that best meet learning styles, overall objectives and personal circumstances. (A1, A2, A3, A4) Independent study is the cornerstone of the learner experience supported by engagement with the classroom based and online environments. (A1, A2, A3,A4)	Coursework. (A1, A2, A3, A4) Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, case study report-based assignments, podcasts, and multi-media choice assessment. (A1, A2, A3, A4) Formative assessments are the precursor to the summative assessments. Appropriate and diverse formative assessments are provided for students and are communicated to them via a clear overview to be found in the assessment brief for each module. (A1, A2, A3, A4)
18b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
B1 Evaluate, interrogate and analyse marketing in practice B2 Appraise marketing strategies based upon digital information.	Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, analysis of marketing data sets, and discussion with tutors and peers (in class and online forums/debates). (B1, B2)	Coursework. (B1, B2) Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios,

	Specific modules support the development of quantitative and qualitative analysis, and the development of criticality and self-reflective skills. In addition, the student's thinking skills will be evident a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of contextually relevant solutions, and a willingness to explore and engage with a range of media. (B1, B2) Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research. (B2)	self-reflective evidence, statistical analyses of data sets, qualitative judgements, and research plans/campaigns. (B1, B2)
18c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
C1 Devise fully justified marketing strategies based upon relevant information. C2 Analyse consumer behaviour using appropriate data C3 Interrogate marketing data and consumer insights	Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of digital marketing, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision-making skills related to market planning and strategy, market intelligence and communications; managing others; and managing knowledge. Social media software applications and digital marketing tools such as Google Analytics, LinkedIn, Instagram, Facebook and Tik Tok will allow students to develop their practical and professional skills and be work ready.(C1, C2, C3) Practical skills are further developed and integrated through a series of in-class and online activities intended to test skills acquired. Group forums provide opportunities to discuss ideas, informal peer assessment, progress, the work of others and the strengths and weakness in the work presented. (C1, C2, C3) Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly	Coursework. (C1, C2, C3) To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. (C1, C2, C3) Assessment briefs include a variety of commercial contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice helping them improve both aspects of their skill base. (C1, C2, C3)

	emphasise the practical differences in management skills required in differing contexts. (C1, C2, C3) As the programme progresses work becomes more complex and students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Students are required to complete a number of assignments and a Digital Business Transformation Project that rewards independence originality, and critical enquiry, and which further enhance communication and self-reflective skills. (C1, C2, C3)	
18d. Graduate Attributes	**The means by which these outcomes are achieved and Demonstrated**	**The means by which these outcomes are assessed**
D1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change. **D2 Effective Communication** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate. **D3 Responsible Global Citizenship** Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture. **D4 Professional Skills**	(D1) graduate attribute is embedded into every module. Through the application of theory to practice and problem-based learning practices, students will enable to seeing marketing in practice for deep learning. Using latest case studies and research provided via resources such as WARC students will be able to test their understanding by using theory and module based content to evaluate how and why brands take the marketing decision and the impact of these decisions. (D1) will be achieved through group discussions in class and on the online forum, individual and group-based exercises and peer assessments, case study analysis and reflection, and software activities. (D2) will be achieved through assessing and teaching students the importance of effectively communicating ideas and recommendations. This will happen with the teaching throughout all modules but in particular the creation of digital artefacts in the Digital Marketing Environment module, the assessed presentation in the Building and Managing Digital Brands module, plus the data visualisation in the Big Data, Analytics and Martech module.	(D1) Coursework through use of live clients and creation of fully justified plans in the Building and Managing Digital Brands module and Contemporary Marketing Communications Planning. (D2) Coursework through the presenting of ideas in the Contemporary Marketing Communications Planning and creation of artefacts in the Digital Marketing Environment modules (D3) Coursework through audits for the Managing Customer and User Experience module as well as any contextualisation needed for the students Digital Business Transformation Project (D4) All modules have been designed on the principles of practice-based learning. There is an element of mirroring

Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment. **D5 Reflective Practitioner** Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions. **D6 Lifelong Learning** Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.	(D3) The very nature of marketing means for many brands and products, growth and sustainable positioning comes from the globalisation of operations, devising strategies that recognise the cultures in which they operate. (D3) will be achieved through: studying relevant theories and concepts of brand management and consumer behaviour and their application to the processes of branding and brand management, examining case studies for a range of organisations to compare and contrast brand and communication strategies, analysing various stakeholder groups to develop future digital communication opportunities within a range of differing sectors, and demonstrating cultural and ethical intelligence when designing brand and communication strategies. (D4) will be achieved through, synthesising, interpreting and presenting conclusions derived from Big Data sets, applying and appraising Big Data management techniques and software applications, presenting opportunities to unlock Big Data value adding capabilities in a variety of organisational contexts (and critically evaluating Big Data challenges using case and scenario analysis. (D5) will be achieved through: comparing and contrasting basic principles of digital media, cloud based solutions, automation, AI and machine learning, using case studies to demonstrate knowledge of ethics, privacy, AI in research and society, considering key marketing concepts, using case studies of selected organisations to assess how media, research, automation and AI impacts on the future of digital marketing with reference to stakeholder groups such as customers, employees and suppliers, creating marketing strategies that utilise mobile marketing, social media marketing, blogging, and email marketing and also, considering how research, cloud based solutions, automation and AI may play a role in the effectiveness of this strategy.	practice in most modules in particular the Building & Managing Digital Brands module Contemporary Marketing Communications Planning, Managing Customer and User Experience Management and Big Data, Analytics and Martech modules assessments have been designed to mirror activities undertaken in practice. (D5) Through the coursework for the Digital Business Transformation module and the Big Data Analytics and Martech modules, students will enhance their skills in critical thinking and reflecting on the insights gathered to make reasoned recommendations. (D6) Through the application of practice-based learning and recognition of the speed of development within Digital Marketing, students will be encouraged to foster an approach of continued professional development; something that will be possible through their CIM membership which is part of the course offering.

	(D6) The programme has been designed and aligned to the Chartered Institute of Marketing Professional Diploma in Digital Marketing. Students receive membership as part of their offering as well as maximum exemptions subject to final approval.	

19. Summary of Programme Structure and Intended Programme Learning Outcomes and Modules (no pre-requisites)

Modules/ Credits		Owned by programme	Module Order	A1	A2	A3	A4	B1	B2	C1	C2	C3	D1	D2	D3	D4	D5	D6
Core Modules																		
	The Digital Marketing Environment	Y	1	X	X		X		X	X			X					
	Managing Customer and User Experience	Y	2	X	X	X	X		X		X		X		X	X	X	
Level 7	Building & Managing Digital Brands	Y	3	X	X	X	X		X		X		X	X			X	
	Big Data, Analytics and Martech	Y	4	X		X	X	X					X	X				X
	Contemporary Marketing Communications Planning	Y	5		X	X		X		X	X	X	X			X	X	
	Social Media Marketing	Y	6															
	Digital Business Transformation Project	N	7	X		X		X	X			X	X		X	X		X