

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	MSc Digital Marketing
5	Programme Code	5493F
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Business and Management
8	FHEQ Level	7 (180 Credits)
9	Last updated	May 2024

10 Programme Aims

The programme aims to develop students that are able to:

- **Aim 1:** Understand the importance of digital marketing in the modern business environment, both from strategic and tactical perspectives.
- **Aim 2:** Demonstrate a critical understanding of research-led digital marketing theories, practices, tools, techniques, and technologies for informing marketing decisions in the digital business environment.
- **Aim 3:** Critically analyse complex and varied situational organisational and environmental information to scope, plan, and develop effective digital marketing responses, with clear justification and recommendations.
- **Aim 4:** Work effectively both in a team and independently, with strong written and oral communication, effectively using data and literary resources, and applying creativity, inclusivity, and ethical principles.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills, and other attributes in the following areas. The programme outcomes have been developed in concert with the benchmark statements for Master's Degrees in Business and Management (4th Edition).

Knowledge and Understanding

On completing the programme students should be able to:

- A1** Critically discuss key theories and frameworks that help to understand marketing and how marketing is transformed into digital environments.
- A2** Demonstrate a knowledge and critical understanding of the key practices, tools, techniques, and technologies of marketing and digital marketing.
- A3** Critically explain the main elements of digital marketing and how they relate to marketing strategy and business strategy in a global context.

A4 Apply and integrate learning across all modules of the programme through a final individual dissertation.

Teaching and Learning Methods

The knowledge and understanding of digital marketing will be delivered through a variety of teaching and learning methods, specifically lectures (A1-A4), case study analysis (A1-A3), computer labs (A2), online practical exercises (A2), surgeries/workshops (A1-A3), field trips (A2-A3), small group exercises and discussion (A1-A3), guest lectures from practitioners (A2-A3), and individual supervision (A4). The modules are designed to be interactive, inclusive, and student focused. Modules support and direct students to build and supplement their knowledge and understanding through directed research and readings. Modules are supported by learning resources and extended reading lists that enable students to undertake independent study. Further learning opportunities are provided through group and individual reports and formative assessment (A1-A3). The programme will culminate in the completion of a compulsory independent dissertation under the expert supervision of member of the School (A1-A4).

Assessment Strategy

A variety of different summative and formative assessment types are used to assess knowledge and understanding on the programme, taking stock of accessible programme design and students' different learning styles. These include assessment via group projects (A1-A3), individual reports, assignment proposals, and essays (A1-A3), written examinations (A1-A3), and the capstone individual dissertation (A1-A4), and formative assessment via online quizzes (A1-A3), practical exercises (A2), practice essays (A1-A3), assignment proposals (A1-A3), assignment workshops/surgeries (A1-A3), group oral presentations (A1-A3), and case studies (A1-A3).

Intellectual Skills

On completing the programme, students should be able to:

- B1 Critically debate the theory and practice of marketing and its transformation in a digital environment.
- B2 Engage with complex marketing issues in different contexts, critically applying knowledge to scope, synthesize, and appraise problems.
- B3 Propose, plan, design, undertake, and report scholarly work that analyses, synthesizes, and debates marketing problems, critically engaging with knowledge learned on the programme.

Teaching and Learning Methods

The diverse set of teaching and learning methods, with lectures, field trips, cases, in-class examples, guest speakers, practical exercises, and projects, provide students with the opportunity to develop a critical awareness of digital marketing issues in different situational contexts, and how to respond effectively with critical, conceptual, and analytical apparatus from the programme. Students will have the opportunity to work on individual and group projects (B1-B3), small group exercises and discussion (B1-B3), classroom debate in lectures (B1-B2), case studies (B1-B2), workshops/surgeries (B1-B3), computer labs (B2), online practical exercises (B2), and to critically engage in discussion with their supervisors for the dissertation (B1-B3). Intellectual skills are indirectly supported by directed readings and independent research, which provide important means for developing cognitive skills (B1-B3). Sources such as textbooks have exercises, cases, and examples, helpful for honing intellectual skills.

Assessment Strategy

Subject-specific cognitive skills are assessed using a variety of assessment types, formative and summative. In particular, summative assessments include individual reports (B1-B3), assignment proposals (B1-B3), group-based projects/reports (B1-B3), essays (B1-B3), written examinations (B1-B2), and the capstone individual dissertation (B1-B3). Formative assessments include oral presentations (B1-B3), practical exercises (B1-B2), practice essays (B1-B3), case studies (B1-B2), online quizzes (B2), assignment proposals (B1-B3), and assignment workshops/surgeries (B1-B3).

Practical Skills

On completing the programme students should be able to:

C1 Analyse varied situational organisational and environment information in order to scope, plan, and develop solutions to marketing problems, with clear justification and recommendations.

C2 Apply marketing concepts, theory, frameworks, tools, techniques, methods, and technologies in order to plan, develop, and evaluate strategy and tactics in a responsible and ethical manner and communicate recommendations effectively to stakeholders.

C3 Identify potential opportunities, challenges, and limitations in the planning, development, implementation, and assessment of marketing in a digital context.

Teaching and Learning Methods

An important element of teaching on the programme involves contextual understanding, application of learning to develop marketing responses, and critical identification of marketing opportunities and challenges (C1-C3). Teaching methods for practical skills include interactive lectures, with embedded practical examples (C1-C3), case study analysis (C1-C3), computer labs, focusing on semi-realistic industry scenarios (C1-C3), online practical exercises (C1-C3), surgeries/workshops (C1-C3), and small group exercises and discussion (C1-C3). The capstone dissertation will also provide opportunities for the development of practical skills (C1-C3). Further opportunities for practical skills development are offered by the inclusion of interactive guest lectures with practitioners and an industry field trip (C1-C3).

Assessment Strategy

The majority of assignments have been designed to integrate a practical skills component, and a variety of different summative and formative assessments are available for evaluating practical skills. Formative assessments include case studies (C1-C3), online quizzes (C2), oral presentations (C1-C3), practical exercises (C1-C3), practice essays (C1-C3), assignment proposals (C1-C3), and assignment workshops/surgeries (C1-C3). Summative assessments include group-based projects/reports (C1-C3), individual reports (C1-C3), assignment proposals (C1-C3), essays (C1-C3), written examinations (C1-C3), and the capstone individual dissertation (C1-C3).

Transferable/Key Skills

On completing the programme students should be able to:

D1 Work effectively, collaboratively, and inclusively in team-based activities.

D2 Communicate effectively, both in written and oral formats, to a variety of audiences.

D3 Work independently and responsibly, exercising initiative, creativity, and resilience in uncertain situations, with self-reflection and motivated self-improvement.

D4 Think critically and conceptually, and be able to analyse, synthesise, and evaluate complex data from a variety of sources, including via the application of digital technologies.

Teaching and Learning Methods

The programme includes a variety of interactive activities and projects that contribute towards building transferable/key skills. Students will have the opportunity to work together on group projects, where effective teamwork, collaboration and inclusivity will be important (D1). These characteristics (D1) will also be developed via small group work, classroom debate, and case studies. Oral communication skills (D2) are exercised via the aforementioned group activities, but also through workshops/surgeries, case study seminars, and small group work. Written communication will be enhanced through all forms of coursework and examination with a written component (D2). Written communication will be developed via formative and summative written assessment, and indirectly supported by directed readings and independent research, all of which help to support skills in working independently, with initiative, creativity, resilience, and robust personal development (D3). Robust critical, conceptual, and analytical skills are developed through a variety of teaching and learning methods, including lectures, small group work, workshops, practical exercises, case studies, projects, and computer labs (D4).

Assessment Strategy

The target transferable/key skills are not assessed independently, but rather are assessed indirectly through a variety of assessments on the programme. These assessments include group projects (D1-D2, D4), individual reports, assignment proposals, and essays (D2-D4), written examinations (D2-D4), and the capstone individual dissertation (D2-D4), and formative assessment via online quizzes (D3-D4), practical exercises (D3-D4), practice essays (D2-D4), assignment proposals (D2-D4), assignment workshops/surgeries (D1-D4), group oral presentations (D1-D2,D4), and case studies (D1-D4).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Basic Structure

Programme Duration: One Year (180 CTS)

Modules and Credit Arrangements

The taught component of the course consists of 90 compulsory credits, 20 core credits, 10 elective credits, and a 60-credit dissertation module.

Key features of the programme (including what makes the programme distinctive)

- Key features of the programme include:
- Research-led content developed by leading digital marketing academics in Newcastle University Business School.
 - A combination of theory, methods, practical understanding, and critical perspectives that equip students for marketing roles in the digital business world.
 - Robust grounding of students in modules that are specifically focused on key aspects of marketing in a digital context, rather marketing with digital examples (as is the case in some programmes). This includes bespoke modules on digital consumer behaviour, digital marketing communications, digital marketing strategy, omnichannel retailing, and social media marketing, and existing Level 7 modules on marketing analytics and customer-relationship management.

- A distinct course rooted in the marketing discipline, rather than digital business or information systems.
- Foundational elements in marketing, particularly principles of marketing, marketing research, contemporary trends in marketing, and marketing ethics, critical consumption, and corporate social responsibility. This enables the programme to be offered as a robust conversion course to students without a marketing background.
- Integrated interface with practitioners via guest lectures and field trips.

Programme regulations (link to on-line version)

[5493 Programme Regulations 24/25](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available [here](#).

Accreditation reports
None.

Additional mechanisms
None.

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
NBS8236	Optional	1,2,3	1,2,3	1,2,3	1,2,3,4
NBS8512	Compulsory	1,2,3,4	1,2,3	1,2,3	2,3,4
NBS8514	Core	1,2	2,3	1,2,3	1,2,3,4
NBS8526	Compulsory	1,2,3	1,2,3	1,2,3	1,2,3,4
NBS8527	Compulsory	1,2	1,2,3	1,2,3	2,3,4
NBS8562	Compulsory	1,2	1,2,3	1,2,3	2,3,4
NBS8604	Optional	1,2	1,2,3	1,2,3	2,3,4
NBS8636	Compulsory	1,2,3	1,2,3	1,2,3	2,3,4
NBS8637	Compulsory	1,2,3	1,2,3	1,2,3	2,3,4
NBS8638	Compulsory	1,2,3	1,2,3	1,2,3	1,2,3,4
NBS8639	Compulsory	1,2,3	1,2,3	1,2,3	1,2,3,4
NBS8640	Compulsory	1,2,3	1,2,3	1,2,3	2,3,4