ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	**MSc Data Analytics and Marketing**
2. Programme Title	**MSc Data Analytics and Marketing**
3. Exit Awards	PG Diploma Data Analytics and Marketing
	PG Certificate Data Analytics and Marketing
4. Programme Leader(s)	Ben Silverstone
5. Delivery Model	Online
	Blended Learning
6. Start date	August 2016
7. Programme Accredited by *(PSRB or other, if applicable)*	CIM Accreditation
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	QAA Masters degrees in Business and Management (2015) CIM: Diploma in Professional Marketing (Digital Strategy)

10. Programme Aims

The aim of the Arden University MSc Data Analytics and Marketing programme is to provide a distinctive, inter-disciplinary and integrative educational programme for individuals seeking to develop and consolidate their knowledge and understanding of marketing. The programme is designed to expose programme participants to current thinking and practice across a range of issues relevant to marketing. The programme also considers the discipline within an ethical context and considers issues relating to developments in digital marketing.

Online teaching materials are derived from established academic research in order to develop critical powers of analysis, reflection and the further development of interpersonal skills in preparation for key positions in industry, commerce and the public sector.

Programme participants will build on their existing understanding of marketing and organisations within a framework that enables them to relate their experience to contemporary ideas and practice within a global context. This is achieved through critical thinking, creativity and personal development.

In particular, the purpose of the programme is to provide programme participants with:

- A critical and detailed understanding of the role of marketing in organisations
- A critical overview of key issues associated with data mining, analysis and
- An advanced understanding of the management of marketing within a global context;
- A detailed overview of specialist areas of marketing, international marketing, data mining & analysis and digital marketing;
- An advanced understanding of how organisations can implement digital marketing capabilities into strategic marketing planning.
- The opportunity to complete a detailed piece of research relating to a digital marketing issue within an organisation;
- An ability to apply knowledge and understanding of marketing theory and models to complex issues, both systematically and creatively, to improve business and management practice;
- A stimulating online academic environment, which is based upon the values of academic openness and critical appraisal.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
A1 - Apply and synthesise knowledge and understanding relevant to Digital Marketing. A2 - Advise an organisation on appropriate strategies to assist their management of the Strategic Marketing function and the analysis of data to support this function. A3 - Critically analyse the context in which an organisation operates, and understand the impact that this may have on Digital Marketing activities A4 - Demonstrate a critical understanding of current thinking and research in a range of marketing topics relevant to Digital Marketing	Learning and Teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A4) at all levels is through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE Guided group / project based work Discussion 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 and narrated PowerPoint's Synchronous Online seminars facilitated by VOIP's where theory and practice are integrated. Live chats Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement. There is a requirement for written work at all levels including	Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, and report based assignments. 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.

reports, essays, practical tasks, developed targeted plans etc., and our formative assessment policy informs how feedback is supplied by tutors at the draft assessment phase. Critical analysis is encouraged at all levels culminating in a 15000-word dissertation.	

11b. Intellectual (thinking) skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
B1 Identify issues and formulate appropriate methods of investigation and evaluation. B2 Select and synthesise information from a variety of sources. B3 Apply theoretical concepts and practical techniques to the solution of complex problems B4 Critical analysis of secondary and primary data.	Intellectual skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3 & B4) is further encouraged via formative assessment tasks including set briefs, in-module activities, case studies, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). 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 in 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. Throughout, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research.	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios, self-reflective evidence, statistical analyses, qualitative judgements, and research reports/dissertation.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
C1 - Develop personal skills to increase effectiveness in Digital Marketing strategies and data analysis techniques C2 - Identify practical solutions to theoretical and practical Digital Marketing	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 managing projects, working within differing organisational and national cultures are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision- making	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

related problems, thereby demonstrating praxis. C3 - Select effective information collection methods and select appropriate analytical tools and metrics C4 - Select and utilise management tools in the construction of business projects and decision-making. C5 Plan effectively.	skills related to market planning and strategy, market intelligence and communications; managing others; and managing knowledge. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 – C5). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. 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 emphasise the acquisition of C5 with specific modules devised to highlight the practical differences in management skills required in differing contexts.	assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual setting. Students receive feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve both aspects of their skill base.
11c. Practical skills	**The means by which these outcomes are achieved and demonstrated**	
D1 - Critically reflect to support enhanced learning, self-awareness and interaction with others D2 - Identify and critically analyse issues in order to generate contextually relevant and workable solutions. D3 - Undertake effective communication and presentation skills consummate with a management position D4 - Effectively use CIT to communicate and evaluate in a variety of settings D5 - Work effectively as a member of a team, including leadership and team working skills, and cross-cultural awareness	Personal responsibility becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation. As he programmes 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 Dissertation that rewards independence originality, and critical enquiry, and which further enhance communication and self-reflective skills.	To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students.

D6 - Work independently and to take responsibility for own learning D7 - Undertake multidisciplinary research through the acquisition of skills relevant to the context of Strategic Marketing D8 - Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision making.		

12. Graduate Attributes and the means by which they are achieved and demonstrated

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.

Lifelong Learning: Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

Reflective Practitioner: Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions

Professional Skills: 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

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.

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.

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.

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

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed throughout Level 7 of the MBA award where they are integrated into all modules and assessed via unit study tasks (individual and group work) and through summative assessment tasks.

Module	Graduate Attribute
Digital Strategy	**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
Data Handling and Decision Making	**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media

	widely used in relevant professional context.
Mastering Metrics	**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context.
Data Visualisation and Interpretation	**Effective Communication:** Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context.
Strategic Marketing	**Professional Skills:** 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.
International Marketing	**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.
Research project	**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

13. Learning and teaching methods and strategies

Distance Learning

Acquisition of A1-A4 is via engagement with the online module learning material and the online tutoring and programme participant support mechanisms, both of which are delivered via Arden University's ilearn platform (a Moodle-based system). The learning material comprises purpose-written self-contained lessons with frequent activities and feedback to generate learning and reinforce the knowledge acquisition through frequent application of learning to specific examples.

Embedded within the text are links to further reading and appropriate websites. Feedback within the learning material is provided to allow programme participants to check their understanding with that of the tutor. Additionally, group learning activities direct programme participants to the tutor-facilitated discussion forums where they engage in discussion with their peers and receive formative feedback from the module tutor.

Each of the 20 credit modules provide programme participants with an understanding of key theoretical and practical management issues, debates and academic informed literatures.

Teaching/learning methods adopted are transferrable across modules and are similar across modules and include online class discussions, exercises/case studies and group discussions.

For each subject being taught a programme of structured online learning activities using both formative and summative assessment is applied. The emphasis is on action learning through the mediation of the module leader for each module.

PT/FT Campus based Model

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
Guided group / project based work
Research tasks
Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
Podcasts and narrated PowerPoints

Synchronous

Online seminars facilitated by VOIP's where theory and practice are integrated.

Live chats

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.
Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, developed plans, timed, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

Intellectual Skills
Intellectual skills are acquired through engagement with the online module learning material and the online tutoring. At all stages of their course, in all modules, programme participants are encouraged to take a critical and evaluative approach to the subject.

Acquisition of transferrable skills takes place throughout the modules

Programme participants are gradually required to take responsibility for their own learning throughout the programme. The tutorial support mechanisms are intensive during the first study period of the programme and programme participant engagement, achievement with progression monitored regularly and followed up on an individual basis thereafter

14. Assessment methods and strategies
Knowledge and understanding

The assessment process involves both formative and summative elements and is continuing in nature.

It attempts to integrate theory and practice allowing the programme participant to:

- delve deeper into practice;
- acquire new knowledge and develop new skills;
- adapt and apply new skills to new contexts;
- build skills associated with critical analysis;
- develop existing skills and knowledge to a greater depth and breadth;
- extend transferable skills.

Strategies have been selected to maximise programme participant learning & give opportunities for programme participants to demonstrate acquisition of specialist knowledge and skills.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module.

Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.

The dissertation is a significant independent piece of research, based on primary research. This is a 15,000-word research study using 'a traditional' approach to developing a piece of significant independent study fitting of this level and type of qualification.

Intellectual (thinking), practical, affective and transferable skills

The assessment process involves both formative and summative elements and is continuing in nature.

There will be a focus on encouraging students to apply their knowledge to practical situations. A significant part of this comes from the Research Methods and Dissertation modules. Here students will be required to identify a topic of interest to them, which relates to Digital Marketing Students will explore this, and will apply their research to the topic and put forward recommendations which are of practical benefit to the organisation.

The approach to coursework assignments will be to encourage students to apply their knowledge to organisations. This could be achieved through the use of case studies, but will also involve employees applying information and approaches to their own organisations, or an organisation with which they are familiar.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module.

Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect changes in professional focus and practice.

15. Employability

Entrants to this programme are highly likely to be in work. The programme aims to develop skills and knowledge such that graduates can confidently enter the marketing environment or can improve their existing career prospects within it. The degree develops a range of transferrable skills and provides opportunities for these to be evidenced. In particular the final dissertation provides the ability to demonstrate high level skills.

The distributed nature of Arden University students makes conventional careers support difficult but the use of the Integro provider allows us to offer a range of supports in career development and there are opportunities for students to purchase more specialist support if required.

With this programme being aligned to the CIM 'Diploma in Professional Marketing', there will be an added value to graduates in terms of potential employer recognition.

16. Entry Requirements

Normally:

- A degree equivalent to UK second class honours standard;
- English ability equivalent to IELTS 6.5 (no less than 6.0 in any element), where the medium of undergraduate study was not English;

Applicants with existing postgraduate business awards may be eligible for entry with advanced standing and will be considered through the APL process. Arden University is keen to ensure that the programme is available to all those who can benefit from it. Applicants who have substantial managerial experience and are able to demonstrate an ability to successfully complete the programme may be admitted where they do not possess degree equivalent qualifications. It is not intended to offer exemptions through experiential learning.

17. Programme Structure

Level 7

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
MKT7005	Strategic Marketing **(CIM)**	20	Core	Marketing Plan
MKT7004	International Marketing	20	Core	Assignment
MKT7003	Mastering Metrics **(CIM)**	20	Core	Assignment
MKT7006	Digital Strategy **(CIM)**	20	Core	Portfolio
DAT7001	Data Handling and Decision Making	20	Core	Case Study based Report
DAT7002	Data Visualisation and Interpretation	20	Core	Presentation of Data and Critique of Data Visualisation Methods
RES7001	Research Project	60	Core	Research Proposal and Dissertation or Journal Formatted Article & Viva

18.	Subject:	*Select from:*
		N500

Last Updated: January 2019 (V5)

Annex – Mapping of Intended Programme Learning Outcomes and Modules

		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Level 7	Digital Strategy (CIM)			Y							Y		Y									Y
	Data Handling and Decision Making	Y						Y					Y						Y			Y
	Strategic Marketing (CIM)		Y		Y		Y		Y	Y									Y			
	Mastering Metrics (CIM)	Y				Y		Y		Y								Y				
	International Marketing	Y		Y										Y		Y						
	Data Visualisation	Y	Y			Y	Y			Y	Y	Y		Y		Y	Y	Y		Y		
	Research Project				Y	Y	Y				Y	Y		Y	Y	Y	Y	Y		Y	Y	