MSc Digital Marketing & Analytics

Module Specification 2023-24

Contents

MSc Digital Marketing & Analytics Module Specification 2023-24

Module code	MKT7C3	Level	7
Module title	Marketing Management for the Digital Age	Credit value	20
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	10
		Notional learning hours	200

1. Pre-requisite modules

None

2. Module aims and objectives

This module will examine how modern-day marketing has evolved to support and enhance the offerings of new age digital organisations. It will also examine the ways in which marketing objectives, roles, strategies and tactics have changed due to developments in the areas of digital technology and analytics. This module aims to provide students with

- an understanding of the importance of the central role of marketing in businesses of today
- an understanding of the key theories related to the process of marketing management
- an appreciation of the key marketing metrics used in the digital marketing industry today.

Students will develop a fundamental understanding of the core concepts of marketing, which will then serve as a basis for a more detailed examination of specific digital marketing methods in other modules, and of the range of data sources available for marketing decision making and the ways in which these can be ethically used to influence different elements of marketing strategy.

3. Learning outcomes

A. Knowledge and understanding
Upon successful completion of this module the students will be able to:

A1. Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A3. Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current

theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B1.   Lead groups and teams in selected tasks and negotiate positions in a variety of contexts.

B2.   Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3.   Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches.

B4.   Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

- Key definitions, analysis and perspectives on the role of digital marketing
- E-marketing Mix
- Digital Models
- Digital Customers
- Social Media Marketing
- Designing Digital Experiences
- Traffic Building
- Customer Lifecycle Communications and CRM
- Managing Digital Marketing
- Digital Marketing Plan

5. Learning and teaching methods

Each week, students will be given a varied guidance and challenge session in a directed learning approach, chiefly to direct their learning and support their understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of;

- Short lecture input
- Group research and report work
- Seminar work
- Tutorial work
- Case preparation
- Challenge-based tasks
- Assessment preparation and feedback (formative work)
- Technology supported work (chat/e-portfolio etc.)

- Guest presentations
- Accompanied/independent visits to venues/experience centres

Students are expected to conduct self-directed learning, which includes preparation for class, self-study after class, preparation for assessments and assessments.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	Students will be exploring the advances in technologies and their impact on digital business across different business sectors.
2. Multicultural and diversity	Classes will include discussions of issues of multiculturalism and diversity specifically as they pertain to modern day marketing.
3. Solution focused and practice oriented	The module is highly practice-oriented, and students will be putting into practice their learning in the form of two practical assessments replicating real-world business challenges.
4. Integration of learning	Classes have a practical focus and students will be building on their integrated learning as the module progresses.
5. Assessment for learning	The assessment is designed to replicate a real-world understanding of digital business successes and their challenges.

The notional learning hours for this module are:

20 credit module - 200 learning hours	
Directed learning	**40 Hours**
Lectures and seminars	40
Indicative Collaborative Learning (non-directed)	**18 Hours**
Guest speaker / workshop	8
Tutorials (1:1 and group)	10
Indicative Self-directed learning	**142 Hours**
Preparation for class	22
Self-study after class	30
Preparation for assessments	60
Assessment	30
Total	200

MSc Digital Marketing & Analytics Module Specification 2023-24

6. Assessment and relative weightings

Summative Assessments

Summative Assessment 1: Individual project, Individual assessment, 1500 words (+/- 10%) (60% TMM)
Students will have to work on a successful launch activity of a product or service in the context of the digital environment. This will enable them to conduct research on the subject of digital marketing and identify best practices and key success criteria.

Summative Assessment 1: Poster Presentation, Group assessment, 20-minute presentation and individual short self-reflective statement, 200 words (+/- 10%) (40% TMM)
Students will work on the development of a marketing plan for a new product or service. Through the creation of marketing plan, students will be able to approach the theoretical concepts in an empirical way and experience the key challenges of the real-life issues modern marketers' face. Special emphasis will be given to the use of analytics and digital media for the development of key metrics for the measurement of the success factors of the launch.

Marks for this project will be allocated as follows:

- 40% group mark based on a Poster
- 40% group mark based on presentation (indicative length 20 minutes)
- 20% individual mark based on a short self-reflective statement of their contribution to the group project (indicative wordcount 200 words).

Formative Assessments

Formative Assessment 1: Case studies

Case studies will be discussed during the seminars on a weekly basis. Students will have to prepare themselves individually and as groups and then work in class and prepare a presentation. Case studies will be used to facilitate the application of the theory. Each case study is linked to the topic discussed week by week and builds on providing students with skills and knowledge needed for the summative assessments.

Formative Assessment 2: feedback on group blogs
Students will be asked to report in group blogs on the development of their group project on a fortnightly basis (max 300 words). Feedback on the group blogs will be provided during the semester. Best practices and areas for improvement will be discussed in class during the seminars.

A draft presentation on the group project will be presented during the seminar of week 10. Its purpose will be to enable the students to get further feedback on the development of their project and share ideas and opinions regarding specific subjects related to marketing strategy.

MSc Digital Marketing & Analytics Module Specification 2023-24

7. Mapping of assessment tasks for the module

Assessment tasks				A1	A3	B1	B2	B3	B4
Assessment 1: Individual Project				x	x	x	x	x	x
Assessment 2: Poster Presentation, Group assessment				x	x	x	x	x	x

8. Key reading

Core textbook

Chaffey, D., PR Smith (2017), Digital Marketing Excellence, Planning, Optimising and Integrating Online Marketing, 5th Edition. Routledge

Further reading

Chaffey, D., & Ellis-Chadwick, F. (2015). Digital marketing: strategy, implementation and practice (6th ed.). Harlow: Pearson.

West, D., Ford, J., and Ibrahim E. (2015) Strategic Marketing: Creating Competitive Advantage. 3rd Edition. Oxford University Press, Oxford.

Chaffey, D., & Smith, P. (2013). Emarketing excellence: planning and optimizing your digital marketing (4th ed.). Abingdon: Routledge.

Keller, K.,L., (2008), Building, Measuring and Managing Brand Equity, 3rd edition, edition. Pearson Education Ltd., Upper Saddle River, New Jersey

Journals:

Marketing
Journal of Marketing
Journal of Marketing Research
International Journal of Market Research
Journal of Consumer Research, Marketing Science
Journal of Retailing
International Journal of Research in Marketing
Journal of Consumer Behaviour
Journal of Consumer Psychology
Harvard Business Review
California Management Review
MIT Sloan Management Review
International Journal of Management Reviews
Global business and economics review
Journal of Interactive Marketing
Impact
Websites:
Research-live.com

Module code	MKT7C2	Level	7
Module title	Exploring and Visualising Data	Credit value	10
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	5
	MA User Experience Design	Notional learning hours	100

1. Pre-requisite modules

None

2. Module aims and objectives

Organisation are increasingly driven by a need to gather, visualise, and monetise digital information. This module provides students with a solid grounding in a selection of Industry standard tools used in the exploration and visualisation of data in all forms. The module is applied in its delivery, with an expectation on students to acquire practical industry-aligned skills. They will become proficient in ethically obtaining, preparing, and visualising data from various sources. Students will learn techniques to develop and maximise analytical and visual impact.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A2.   Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions taking into consideration the global dimensions, change and management across cultures. Act with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.

A3.   Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B2. Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3. Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches

B4. Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

- General "big" data concepts in relation to marketing
- Visualisation concepts
- Excel techniques
- Google Analytics
- Visualising data with tools such as tableau/Power BI/Qlik
- Interpreting data for the business of marketing
- Preparing for grown-up data analysis (SAS JMP, SPSS)

5. Learning and teaching methods

The following learning and teaching methods are employed on this module including;

- Seminar/Lab sessions
- Guest speakers
- Self-directed online exercises

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Ed tech application	This module will feature full use of modern analytical tools such as Google Analytics, SAS Viya, SAS JMP, and/or other industry recognised analytical tools. The module will feature applied case studies and exercises. Students will be expected to use online research to explore relevant themes and ideas. They will be challenged to acquire applied analytical skills using some of the above technological platforms.
2. Multicultural and diversity	Case-studies from the marketing sector will be employed to reflect the global reach of big data analytics.
3. Solution focused and practice oriented	The module is, by its very nature, based on applied practice and decision-making.
4. Integration of learning	This module will draw on students' past experience and learning and will provide a solid basis for the term 2 data analytics module.

MSc Digital Marketing & Analytics Module Specification 2023-24

5. Assessment for learning	The assessment for this module requires formative work in support of full submission thereby allowing for learning by doing rather than assessment as an end point.

The notional learning hours for this module are:

10 credit module – 100 learning hours	
Directed learning	**20 hours**
Lab Demonstration	10
Lab Exercises	10
Collaborative Learning	**9 hours**
Lab Case Study work	9
Self-directed learning	**71 hours**
Preparation for class	13
Self-study after class	22
Preparation for assessments	22
Assessment	14
Total	**100**

6. Assessment and relative weightings

The assessment strategy for this module comprises of both formative feedback as well as summative assessment. The module will be practical in its focus. Students will explore data from various sources and creative effective visualisations for managerial interpretation.

Formative Assessment: Case study session(s)

In order to provide a more authentic learning setting, several case studies will be presented during the course of the module. All case studies adhere to a similar structure. Students are presented with a marketing/business scenario and a set of data related to the scenario. A case study approach; by means of guiding them through the various steps required, will teach students how to address and partially resolve the issue(s) presented. They will further be required to address additional reflective questions. The thrust of each case study will be around descriptive, decision-based analysis through visualisation and tabulation.

Summative Assessment: Individual Project, 2500 words (+/- 10%) (100% TMM)
Using the techniques and skills learnt in applied lab sessions, students will extract insights from one or more data sources and provide a textual and visual narrative for the benefit of an organisational protagonist (such as a customer or a manager) or a team. They will combine incisive data analysis

and effective information visualisation to convey a compelling marketing narrative. This narrative may be in the form of a visual report or a poster.

7. Mapping of assessment tasks for the module									
Assessment tasks						**A2**	**A3**	**B2**	**B3**	**B4**
Individual Project						x	x	x	x	x

8. Key reading

<u>Core textbook</u>

Grigsby M (2018) Marketing Analytics: A practical guide to real marketing science, 2nd edition, Kogan Page

<u>Other resources</u>

Current SAS JMP course material

JPM Statistical Thinking for Industrial Problem Solving (online statistics course): https://www.jmp.com/en_us/online-statistics-course.html

Google analytics: https://analytics.google.com/analytics/academy/

Module code	MKT7C1		Level	7
Module title	Consumer Intelligence		**Credit value**	10
			ECTS* Credits	5
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics MSc Data Science in Business		**Notional learning hours**	100

1. Pre-requisite modules or specified entry requirements

None

2. Module aims

This module provides students with the core theories and concepts of consumer behavior and examines the ways in which digital technology is influencing how consumers behave in terms of their interaction with both organisations and other consumers. Additionally, this module aims to provide students with an overview of the digital media landscape and the role of key technologies such cloud computing, social media, mobile and analytics to better capture and analyse customers' data.

Students will learn about the various sources of customer information which are available to organisations and how analytics techniques can help them to understand not only how customers have behaved in the past but also to make accurate predictions about how consumers will behave in the future, which can then be used to optimise marketing messages, product choices and other elements of the marketing mix.

3. Learning outcomes

A.   Knowledge and understanding
Upon successful completion of this module the students will be able to:

A1   Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A3   Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B.   Skills
Upon successful completion of this module the students will be able to:

MSc Digital Marketing & Analytics Module Specification 2023-24

B2.   Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B4   Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

- Models of consumer behavior and how digital media influences consumer behavior
- The role of key technologies enabling customer engagement such as social media, cloud computing, mobile, analytics, big data, the internet of things
- Understanding the consumer's digital journey through multiple channels
- Search behaviour and how it relates to buying decisions
- Mobile marketing and consumer behavior
- Researching and analysing consumer behavior – sources of data the role of analytics
- Security, data protection legislation and ethical issues

5. Learning and teaching strategy

Each week, students will be given a varied guidance and challenge session in a directed learning approach, chiefly to direct their learning and support their understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of;

- Short lecture input
- Report work
- Challenge-based tasks
- Assessment preparation and feedback (formative work)
- Guest presentations

Students are expected to conduct self-directed learning, which includes preparation for class, self-study after class, preparation for assessments and assessments.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	Students will be exploring the advances in technologies and their impact on digital marketing in various industries and global settings.
2. Multicultural and diversity	Classes will include discussions of issues of digital marketing and related technologies and how those vary across cultures

MSc Digital Marketing & Analytics Module Specification 2023-24

3. Solution focused and practice oriented	The module is highly practice-oriented, and students will be tasked to put into practice their theoretical learning by self-study of various software tools
4. Integration of learning	Classes have a practical focus and will be using case studies to bring the theoretical knowledge to life
5. Assessment for learning	The assessment is designed to replicate a real-world understanding of digital business successes and their challenges.

The following learning and teaching methods are employed on this module including;

- Lectures
- Seminars
- Academic tutorials
- Guest speakers
-

The notional learning hours for this module are:

10 credit module – 100 learning hours	
Directed learning	**20 hours**
Lectures	10
Seminars	10
Collaborative Learning	**9 hours**
Tutorials	9
Self-directed learning	**71 hours**
Preparation for class	13
Self-study after class	22
Preparation for assessments	22
Assessment	14
Total	**100**

6. Assessment and relative weightings

Formative Assessment: Case study sessions

In order to provide a more authentic learning setting, several case studies will be presented during the course of the module. All case studies adhere to a similar structure. Students are presented with a marketing/business scenario and a set of objectives related to the scenario. A case study approach;

by means of guiding them through the various steps required, will teach students how to address and partially resolve the issue(s) presented. They will further be required to address additional reflective questions. The thrust of each case study will be around descriptive, decision-based analysis.

Summative Assessment: Individual research report, 3000 words (+/- 10%) (100% TMM)

This individual assessment will enable students to develop and use research skills to gain in depth understanding of digital customers. Students will be encouraged to consider the extent to which academic theory is helpful to marketing practitioners in shedding light on consumer behavior and to reflect critically on the ways in which advances in digital technology are fundamentally changing consumer behavior, and the opportunities and challenges this presents for organisations.

7. Mapping of assessment tasks for the module				
Assessment tasks	**Learning outcomes**			
	A1	**A3**	**B2**	**B4**
Individual research report	x	x	x	x

8. Key reading

Core Textbook:

Sethna, Z & Blythe, J (2019). Consumer Behaviour, 4th edition, Sage London.

Further Reading

McKee, R & Gerace, T (2018). Storynomics: Story-Driven Marketing in the Post-Advertising World. York. Methuen.

Storr, W (2019). The Science of Storytelling. London. William Collins.

Strong, C (2015). Humanizing Big Data: Marketing at the Meeting of Data, Social Science and Consumer Insight. London: Kogan Page.

Wylie, W (2019). Mindf*ck: Inside Cambridge Analytica's Plot to Break the World. London,

Other resources

Websites

www.smartinsights.com

www.brandrepublic.com

www.thedrum.com

www.marketingweek.co.uk

www.econsultancy.com

www.theidm.com

www.the-cma.com

www.gartner.com

www.zdnet.com

www.forbes.com/technology

www.business2community.com

www.computerweekly.com

www.computing.co.uk

Journals

Journal of Consumer Behaviour

Journal of Consumer Marketing

Journal of Consumer Research

Journal of Customer Behaviour

Harvard Business Review

Journal of Marketing

Journal of Consumer Research

Marketing Science

Journal of International Marketing

MIS Quarterly

Journal of Strategic Information Systems

Journal of Information Systems

International Journal of Electronic Commerce

Module code	MKT7B3	Level	7
Module title	Research Methods	Credit value	20
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	10
		Notional learning hours	**200**

1. Pre-requisite modules

None

2. Module aims and objectives

Managers in organisations often need to rely on research-based information to make decisions. In order to make proper use of such material and to ensure that any decisions made on the basis of research findings. It is necessary to understand the strengths and weaknesses of the methods and techniques used to collect and analyse such information. There is a wide range of possible approaches to conducting research which varies in terms of the types of questions they seek to answer, and the methods used to provide answers are explored in this module. The aim of this module is to provide a basis and understanding for conducting sound research.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1. Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A3. Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

MSc Digital Marketing & Analytics Module Specification 2023-24

B2.   Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3.   Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches

B4.   Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

A future led approach which researches how change ahead will affect the working environments the students will enter and face in the decade ahead will form a platform and theme for learning. Technological and cultural changes predicted for the future will enable the student to align their skills to the coming issues, opportunities and developments in their career. Using this work-based and future-led base, this module covers the most important aspects of the research and consultancy processes. The module will explore, by reference to practical examples and exercises, some of the potential problems which researchers and consultants need to solve if the results of their studies are to provide a valid and reliable basis for management decisions. This is conducted by:

Understanding the importance of research and its application within the digital marketing and analytics environment

Exploring the purpose and importance of conducting research within the Digital Marking and Analytics environment, types of popular research methods and practices used within businesses and the impact of research within businesses will be highlighted. It will link to other modules within the student's programme of studies to provide a varied picture of research practices across the Digital Marking and Analytics environment.

Knowledge and application of research methods

The student will discover the types of research methods, the application of these to collect and analyse data in a specific context, use a combination of methods to undertake a rigorous investigation, develop a research design appropriate to their chosen investigation and document and evaluate the research process.

Communicating and disseminating research findings

An understanding of the data collected and analysed will be demonstrated by preparing and communicating (through writing and presentations) grammatically and syntactically correct research findings. An emphasis on proving and interpreting findings, justifying approaches and ensuring their validity and reliability will be key expectations in the required outputs.

Ethics

An understanding of ethical dilemmas in research through data collection analysis and dissemination.

Generic research methods

Introduction to the Module; Practical Issues Involved in Writing Dissertation and planning a business research projects; Methodological Approaches (Positivism, Phenomenology, Quantitative and Qualitative); Literature Review, Research Questions, Hypotheses; Research Design and Sampling; Research Ethics; Research design (Experimental; Cross- sectional; Longitudinal; Case studies); Archival Research and Consultancy; Methods of Data Collection (Questionnaires, Interviews; Documents; Focus Groups; Observations/Ethnography)

Programme specific research methods

Quantitative research (Questionnaire design; Sampling; Quantitative research criteria; Computer assisted quantitative data analysis using Excel, SPSS or other quantitative tools); Qualitative research (Design of Interview guide; The interviewing process; Qualitative research criteria; Qualitative data analysis methods).

5. Learning and teaching methods

Each week, students will be given a set of online and in-class exercises to direct their learning and support their understanding. The variety of the exercises is intended to drive engagement and will typically take the form, as appropriate of;

- Short lecture input
- Challenge based tasks
- Seminar work
- Tutorial work
- Case preparation
- Assessment preparation and feedback (formative work)
- Technology supported work (chat/e-portfolio etc.)
- Guest presentations
- Accompanied/independent industry visits

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module

1. Digital learning application	The module will employ a 'flipped classroom' approach, key concepts in research methods will be addressed through blended learning activities on Revel online platform. Revel platform is designed to support students' learning and enable 24/7 access to learning opportunities outside of the scheduled sessions.
2. Multicultural and diversity	Cases and background information will be used to support the modules from a range of cultural scenarios. Students will be expected to research a wide variety of topics that manifests diversity and inclusion matters.
3. Solution focused and practice oriented	Using a digital interactive learning platform, students are expected to familiarise themselves with key readings in advance of the lectures. This will release time for critical analysis and peer review during lectures and seminars. In tutorials, students will consolidate their understanding of marketing research principles and techniques. Students will be expected to use online research to discover and challenge ideas offered by the tutor and their peers.
4. Integration of learning	This module will draw on students' experiences and learning from other modules. It will also help students with their dissertations and projects.
5. Assessment for learning	The assessments for this module will link to continuous learning and assessment on a digital learning platform. Students will develop their research proposal in chunks and on a weekly basis.

The notional learning hours for this module are:

20 credit module - 200 learning hours	
Directed learning	**40 Hours**
Lectures and seminars	40
Indicative Collaborative Learning (non-directed)	**18 Hours**
Guest speaker / workshop	4
Tutorials (1:1 and group)	14
Indicative Self-directed learning	**142 Hours**
Preparation for class	22
Self-study after class	30
Preparation for assessments	60

Assessment	30
Total	**200**

6. Assessment and relative weightings

Formative Assessment

Students will be asked to prepare for seminars by solving tasks that will help them to progress their literature review and research proposal. Students will generate written outputs on the given tasks and formative feedback will be given to students on the work they produce. Written formative feedback will prepare students for subsequent assessments.

Summative Assessment

Summative Assessment 1, Literature Review Presentation, Group assessment, 20 minutes (40% TMM)
This is a group assignment that requires students to present a literature review on a topic that relates to digital marketing and analytics area. The presentation will be 20 minutes and be expected to be of business world quality.

Summative Assessment 2, Research Proposal, Individual assessment, 2500 words (60% TMM)
An individual plan that demonstrates the ability to design a formal research proposal. It will require students to identify a topic related to their programme, ascertain the scope of their research, its aims, research question and objectives. The submission includes a brief overview of key literature to help illuminate the research question and offers insights into proposed primary evidence-based data collection methods and timeline to prompt students' thinking along the lines if this research is in fact feasible.

7. Mapping of assessment tasks for the module					
Assessment tasks Learning outcomes					
	A1	**A3**	**B2**	**B3**	**B4**
Assessment 1-=: Literature Review Presentation		x	x	x	
Assessment 2: Research Proposal	x		x	x	x

MSc Digital Marketing & Analytics Module Specification 2023-24

8. Key reading

This module requires wider knowledge of current analytics tools therefore students should keep up to date with current technologies and news both in the UK and globally. Weekly recommended reading will be available on Talis. Students will have access to Regent's University Library to access books, journal articles and industry reports.

Core textbooks

Saunders, M., Thornhill, A., Lewis, P. (2019). Research Methods for Business Students. Pearson, London.

Further reading

Hair, J., Clesi, M.W., Ortinau, D.J., Bush, R.P. (2017). Essentials of Marketing Research. McGraw-Hill Education, New York.

Module code	MKT7A5	Level	7
Module title	Social Media Marketing and Analytics	Credit value	10
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	5
	MA International Business	Notional learning hours	100
	MA Management (with pathways)		
	MA Enterprise (with pathways)		
	MA Media and Digital Communications		

1. Pre-requisite modules

None

2. Module aims and objectives

This module will introduce students to the key concepts of social media marketing. They will learn how to understand, critically evaluate and apply conceptual social media frameworks, theories and approaches relevant to their marketing and promotional mix. They will discover how social media networks are used as part of the marketing strategies of a variety of different organisations. They will appreciate and be able to harness the key metrics tools of social media marketing in order to listen, monitor and manage communications through such tools. The module also aims to develop their strategic understanding of how to build and manage social media marketing campaigns which impact on the identified target audiences and integrate with all other relevant media.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1   Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A3   Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B2 Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B4 Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

Defining social media

Social media in context

Understanding the power shift from B2C to C2C

Electronic word of mouth / what makes things go viral?

Overview of key channels, for example:-

- Facebook - Facebook Business Manager, Facebook Ad Manager, installing the Facebook Pixel on your website
- Instagram – paid and organic, Instagram business profile versus personal profile, Instagram advertising,
- YouTube – video content marketing, YouTube paid advertising options
- Twitter – organic and paid, Twitter Ads, Twitter Analytics, Twitter cards
- LinkedIn – organic and paid, LinkedIn campaign manager, LinkedIn groups, installing the LinkedIn insight tag on your website
- Campaign planning tools e.g. Hootsuite, SproutSocial (both free and paid options)
- Social media listening e.g. Brandwatch, Buzzsumo, Social Mention (both free and paid options)
- Social media analytics – key metrics and how to track them
- User generated content and review sites
- Influencer marketing
- Creating content for social media e.g. Canva, Lumen5, Renderforest
- Social media risks and their management

5. Learning and teaching methods

Each week, students will be given a varied guidance and challenge session in a directed learning approach, chiefly to direct their learning and support your understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of

Lectures, Seminars and Case study discussions with the aim to critically review concepts, theories and processes relevant to social media marketing.

Guest speakers from different sectors will present different experiences and perspectives on the practice of social media marketing from an array industry sector. The emphasis will be on practical activities, giving the students the opportunity to explore the functionality of the various networks and tools themselves.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	Students will be exploring the most current technologies across the sphere of social media marketing and analytics.
2. Multicultural and diversity	Classes will include discussions of issues of multiculturalism and diversity specifically as they pertain to social media marketing and analytics.
3. Solution focused and practice oriented	The module is highly practice-oriented, and students will be putting into practice their learning in the form of a practical assessment replicating a real-world social media marketing and analytics task.
4. Integration of learning	Classes have a practical focus and students will be building on their integrated learning as the module progresses.
5. Assessment for learning	The assessment is designed to replicate a real-world practical social media marketing and analytics task

The notional learning hours for this module are:

10 credit module – 100 learning hours	
Directed learning	**20 hours**
Lectures	10
Seminars	10
Collaborative Learning	**9 hours**

MSc Digital Marketing & Analytics Module Specification 2023-24

Tutorials (1:1 and group)	9
Self-directed learning	**71 hours**
Preparation for class	13
Self-study after class	22
Preparation for assessments	22
Assessment	14
Total	100

6. Assessment and relative weightings

Formative Assessment: Case study sessions

In order to provide a more authentic learning setting, several case studies will be presented during the course of the module. All case studies adhere to a similar structure. Students are presented with a marketing/business scenario and a set of objectives related to the scenario. A case study approach; by means of guiding them through the various steps required, will teach students how to address and partially resolve the issue(s) presented. They will further be required to address additional reflective questions. The thrust of each case study will be around descriptive, decision-based analysis.

Summative Assessment: Individual social media marketing strategy, 3000 words (+/- 10%) (100%TMM)

Students will write an individual report suggesting how they could use social media to build traffic to the websites that they are building in MKT7B4 Web Marketing and Analytics module. For study abroad students who are not enrolled to the MKT7B4 Web Marketing and Analytics module, they can write about another website of their choice. Students' choices should be agreed with the module tutor before commencing work on the assessment.

7. Mapping of assessment tasks for the module

Assessment tasks						A1	A3	B2	B4
Individual social media marketing strategy						x	x	x	x

8. Key reading

<u>Core textbook</u>

Atherton, J (2019) Social Media Strategy, Kogan Page

<u>Further reading</u>

MSc Digital Marketing & Analytics Module Specification 2023-24

Dahl, S (2018) Social Media Marketing: Theories & Applications, London, Sage

Nahai N., (2012) Webs of Influence: The Psychology of Online Persuasion: Harlow, Pearson.

Percy, L. (2018) Strategic Integrated marketing communications, 3rd edition, Routledge

Other resources

https://www.smartinsights.com/

https://moz.com/facebook

https://adespresso.com/blog/

https://neilpatel.com/blog/

https://blog.bufferapp.com/

https://blog.hootsuite.com/

https://www.socialmediatoday.com/

https://www.socialmediaexaminer.com/

https://mashable.com/category/social-media/?europe=true

https://www.forbes.com/social-media/

https://www.copyblogger.com/social-media-marketing/

https://contentmarketinginstitute.com/topic/social-media/

https://www.facebook.com/business

https://business.instagram.com/

https://business.twitter.com/

https://business.linkedin.com/grow

https://education.hootsuite.com/

https://www.brandwatch.com/

Module code	MKT7A6		Level	7
Module title	Integrated Digital Marketing Communications & Analytics		**Credit value**	20
			ECTS* Credits	10
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics		**Notional learning hours**	200

1. Pre-requisite modules or specified entry requirements

None

2. Module aims and objectives

This module gives students a practical understanding of the key elements of digital marketing communications with a focus on mobile marketing, email marketing, display and native advertising and affiliate marketing.

Upon completion of this module, students will understand how and when each element can most effectively be used and for what kind of marketing objectives each is suited. This will be a practical, hands on module in which students will learn by doing, using each of the tools discussed themselves. The module covers the setting up of campaigns as well as how the results of each campaign element can be monitored and assessed using appropriate analytics tools. The emphasis will be on helping students to understand how all the different elements of the digital marketing communications mix can work together as part of an integrated campaign and how analytics can help both optimize campaigns prior to execution as well as assess results and ROI as the campaign runs.

Links to other modules:

This module builds on the general understanding of marketing and consumer behaviour theory that students developed during semester one by enabling them to delve deeper into the heart of digital marketing practice. The module has been designed to blend with the Social Media Marketing and Analytics module as well as the Web Marketing and Analytics module. Elements of both social media marketing and web marketing (including PPC and SEO) will be touched on in this module and developed in more detail in their own dedicated modules.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1. Operate in complex and unpredictable and/or specialised contexts, requiring selection and

MSc Digital Marketing & Analytics Module Specification 2023-24

application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A2. Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions taking into consideration the global dimensions, change and management across cultures. Act with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.

A3. Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B1. Lead groups and teams in selected tasks and negotiate positions in a variety of contexts.

B2. Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

4. Indicative content

- Integrated marcomms (POEM, SOSTAC)
- Campaign in action integrated with IMC planning model
- Hierarchy of objectives (campaign types and decision stages)
- Communications objectives and metrics
- Digital strategies (fame/brand led campaigns vs conversion/response)
- Targeting and personas – integrating media/objectives
- Digital Tactics (outreach and link building, amplification and push/pull)
- Assignment Workshop 1: Integrating social media in campaigns
- Advertising (measurement and media metrics)
- Advertising planning: VISITING LECTURER (publisher)
- Assignment Workshop 2 (review drafts)
- Assignment Workshop 2 (review drafts)
- Personalisation (web pages/email/retargeting)
- Advertising planning: VISITING LECTURER (agency)
- Content marketing (SEO and CRO)
- Campaign game: Trump card solutions for three live campaigns
- Budgeting and performance measurement
- Attribution modelling (performance measurement using campaign software)

5. Learning and teaching methods

Each week, students will be given a varied guidance and challenge session in a directed learning approach, chiefly to direct their learning and support their understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of:

- Short lecture input
- Group research and report work
- Seminar work
- Tutorial work
- Case preparation
- Challenge-based tasks
- Assessment preparation and feedback (formative work)
- Technology supported work (chat/e-portfolio etc.)
- Guest presentations
- Accompanied/independent visits to venues/experience centres

Students are expected to conduct self-directed learning, which includes preparation for class, self-study after class, preparation for assessments and assessments.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	Students will be exploring the advances in technologies and their impact on digital business across different business sectors.
2. Multicultural and diversity	Classes will include discussions of issues of multiculturalism and diversity specifically as they pertain to modern day marketing.
3. Solution focused and practice oriented	The module is highly practice-oriented, and students will be putting into practice their learning in the form of two practical assessments replicating real-world business challenges.
4. Integration of learning	Classes have a practical focus and students will be building on their integrated learning as the module progresses.
5. Assessment for learning	The assessment is designed to replicate a real-world understanding of digital business successes and their challenges.

The notional learning hours for this module are:

MSc Digital Marketing & Analytics Module Specification 2023-24

20 credit module - 200 learning hours	
Directed learning	**40 Hours**
Lectures and seminars	40
Indicative Collaborative Learning (non-directed)	**18 Hours**
Guest speaker / workshop	3
Tutorials (1:1 and group)	15
Indicative Self-directed learning	**142 Hours**
Preparation for class	22
Self-study after class	30
Preparation for assessments	60
Assessment	30
Total	200

6. Assessment and relative weightings

Formative assessment

Students will work on the development of an integrated digital marketing campaign during the module. They will have several opportunities to get peer, client and tutor feedback on their progress at regular intervals during the semester.

Summative Assessments

Summative Assessment 1: Digital marketing campaign, Group assessment, 20-minute group presentation, group campaign plan 3500 words (+/- 10%) and individual self-reflective statement, 200 words (+/- 10%) (50% TMM)

Working in small groups (possibly between 3-4), students will develop their own digital marketing campaigns. The group will submit a detailed written campaign plan (indicative word count, 3500 words). The marks for this assignment will be split between a group grade and an individual grade. Individual grades will be based on each person's performance in the presentation, on the peer assessment and on overall contribution to the written report.

Marks for this project will be allocated as follows:

- 40% group mark based on the report
- 40% group mark based on presentation (indicative length 20 minutes)
- 20% individual mark based on a short self-reflective statement of their contribution to the group project (indicative wordcount 200 words).

MSc Digital Marketing & Analytics Module Specification 2023-24

Summative Assessment 2: Campaign analytics project, Individual assessment, 2000 words (+/- 10%) (50% TMM)

Students must work on an analysis of a successful social media communication campaign. The campaign has to be recent (no more than 2 years old) and have an online and offline presence. Students must use theoretical context and develop their argument on the effectiveness and efficiency of the campaign based on specific Key Performance Indicators.

7. Mapping of assessment tasks to level learning outcomes

Assessment tasks	Level Learning outcomes				
	A1	A2	A3	B1	B2
Assessment 1: Digital marketing campaign	X	X	X		X
Assessment 2: Campaign analytics project	X	X		X	

8. Key reading list

Core textbook

Percy, L. (2018) Strategic Integrated Marketing Communications, 3rd edition, London: Routledge

Further reading

Chaffey, D., & Ellis-Chadwick, F. (2015). Digital marketing: strategy, implementation and practice (6th ed.). Harlow: Pearson.

Clow, K. E., & Baack, D. (2016). Integrated advertising, promotion & marketing communications (7th Ed). Upper Saddle River, N.J: Pearson Prentice Hall.

Flores, L. (2014). How to measure digital marketing: metrics for assessing impact and design success. London: Palgrave Macmillan.

Other resources

Websites

Techcrunch: The home of "news, information & resources for the Connected Generation". This site describes itself as "dedicated to obsessively profiling startups, reviewing new Internet products and breaking tech news". www.techcrunch.com

Think With Google: Digital innovation continues to propel the marketing industry forward, and the pace is mind-blowing. As marketers, we rely on data, analysis and insights to stay informed and inspired. Think with Google is Google's way to share all of this and more with you. This is a resource for everything from high-level insights to deck- ready stats to useful tools. Here you will find the data Google is exploring and the trends they're tracking along with forward-looking perspectives and behind-the-scenes looks at digital campaigns — across industries, platforms and audiences. www.thinkwithgoogle.com/about

Google Planning Tools This is a collection of resources for digital planners recommended by Google with an excellent range of different tools. www.thinkwithgoogle.com/tools

www.brandrepublic.com

www.thedrum.com

www.marketingweek.co.uk

www.econsultancy.com

www.theidm.com

www.marketingmagazine.co.uk

www.adage.com

www.mashable.com

The following organizations release regular technology industry reports:

Gartner: Delivers technology research to global technology business leaders to make informed decisions on key initiatives. www.gartner.com .

PWC: The world's second largest professional services network with a dedicated technology group. www.pwc.co.uk

Internet Advertising Bureau (IAB): The trade association for online and mobile advertising.

www.iabuk.net

Forrester: Works with business and technology leaders to develop customer- obsessed strategies that drive growth. www.forrester.com

Journals

Journal of Marketing Communications

Journal of Direct, Data and Digital Marketing Practice

Journal of Digital and Social Media Marketing

Journal of Research in Interactive Marketing

Journal of Interactive Marketing

Module code	MKT7B4	Level	7
Module title	Web Marketing and Analytics	Credit value	20
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	10
	MA User Experience Design	Notional learning hours	200

1. Pre-requisite modules

None

2. Module aims and objectives

This module will introduce students to the basics of good website design, give them an understanding of the role that an organisation's website can play in its digital marketing strategy, and help them understand the range of analytics options which are now available for measuring the effectiveness of web marketing. The first part of the module will concentrate on the principles of designing and building a website along with creating and organising appropriate content. In the second part of the module they will then learn how to use analytics to improve the user experience through analysis of clickstream data, lead generation and branding metrics, keyword analysis, bounce rate, average revenue per user and so on.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1 Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches

A3 Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B2. Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B4. Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

- Principles of good web design
- User experience
- Accessible design
- Mobile first design
- Introduction to HTML and CSS
- Building a site in WordPress
- Google Analytics and Search Console
- Introduction to search engine optimisation
- Copywriting for the web
- Project management for the web
- Privacy, site security and GDPR

5. Learning and teaching methods

The emphasis in this module is on giving students hands-on experience of web design and analytics so this will be a highly practical module. The module will also make use of guest speakers with expertise in particular areas of web design and marketing.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	This module introduces students to the latest web technology and focuses on giving them the skills to use this technology themselves to build and develop their own websites and analyse their performance.
2. Multicultural and diversity	During the module we will consider issues of accessibility, diversity and multiculturalism as they pertain to web design and user experience.

MSc Digital Marketing & Analytics Module Specification 2023-24

3. Solution focused and practice oriented	The focus of this module is entirely practical – at the start of the module students will learn the basics of web development using HTML, CSS and the WordPress CMS which they will then further develop during each class.
4. Integration of learning	As a practical module, students will develop their learning in every session by applying what they are learning to the development of their own websites.
5. Assessment for learning	The assessment enables students to produce a practical output in the form of their own website.

The notional learning hours for this module are:

20 credit module - 200 learning hours	
Directed learning	**40 Hours**
Lectures and seminars	40
Indicative Collaborative Learning (non-directed)	**18 Hours**
Guest speaker / workshop	3
Tutorials (1:1 and group)	15
Indicative Self-directed learning	**142 Hours**
Preparation for class	22
Self-study after class	30
Preparation for assessments	60
Assessment	30
Total	200

6. Assessment and relative weightings

The assessment on this module is highly practical and gives students the opportunity to put into practice the skills that they learn about during the course of the module as well as to develop a concrete output which they can show to potential employers as a way of demonstrating their skills, if they wish.

Formative assessment

Students will be writing blogs for the development of a strategic plan and they will be provided with feedback throughout the semester.

Summative assessment 1: Report, Individual assessment, 2500 words (+/- 10 %) (70% TMM)

Students will be required to submit a 2500-word report which will present the web marketing plan for a business of their choice or one that will be provided by the tutor. The report should use a framework to outline the key areas of the plan and should draw on the material covered in lectures, as well as additional materials from students' own research.

Summative assessment 2: Presentation, Individual assessment, 15 minutes (30% TMM)

Students will prepare a 15-minute presentation of sound recommendations and mock-up for improving the web presence for 3 (three) businesses that will be provided by the tutor.

7. Mapping of assessment tasks for the module

Assessment tasks					A1	A3	B2	B4
Assessment 1: Report					x	x	x	X
Assessment 2: Presentation					x	x	x	X

8. Key reading

Core textbook

Fisher, G (2018) The Art of the Click, Harriman House.

Further reading

Buley, L (2013). The User Experience Team of One: A research and design survival guide. Rosenfeld.

Garrett, J (2011). The Elements of User Experience: user-centered design for the web and beyond. 2nd Edition. New Riders.

Goward, C (2013). You should test that! The art and science of improving websites. John Wiley and Sons

MSc Digital Marketing & Analytics Module Specification 2023-24

Kaushik, A. (2010). Web Analytics 2.0: the art of accountability and science of customer centricity. Indianapolis: Wiley Publishing Limited.

Krug, S. (2014). Don't make me think (revisited): a common sense approach to web and mobile usability. New Riders.

Meloni, J. (2018). Teach yourself HTML, CSS and JavaScript. Indianapolis: Pearson Education.

Redish, J. (2012). Letting go of the words: writing web content that works (2nd ed.). Waltham, MA: Elsevier.

Sabin Wilson, Lisa (2017). WordPress for Dummies. 8th Edition. John Wiley & Sons.

Other resources

www.kaushik.net/avinash/

www.mattcutts.com/blog/

sethgodin.typepad.com/

www.brandrepublic.com

www.thedrum.com

www.marketingweek.co.uk

www.econsultancy.com

www.theidm.com

www.the-cma.com

googlewebmastercentral.blogspot.co.uk/

mashable.com/category/ux/

www.smartinsights.com

Module code	MKT7C4	Level	7
Module title	Digital Marketing Data Analysis	Credit value	10
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	ECTS Credits	5
		Notional learning hours	100

1. Pre-requisite modules

None

2. Module aims and objectives

This module is designed to provide students with an in-depth understanding of digital marketing statistical techniques via the use of latest analytics software packages. Students will be introduced to the core analytical concepts of "big" data analysis. This module takes them from rudimentary data management to descriptive visualisation to inferential and predictive analytics. They will learn how digital marketers use data to inform decision making, target customers, and analyse consumer behaviours.

Successful students will receive joint SAS/Regents Certification in Data Analytics.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1. Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches.

A3. Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B2. Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3. Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches.

B4. Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

- Marketing Analytics
- Inferential vs Descriptive Analytics
- Essential Statistics
- Developing skills in the SAS Analytics platform
- Essential techniques: Means Comparison
- Essential techniques: Correlation and Linear Regression
- Essential techniques: Categorical Data Analysis and Logistic Regression
- Narrative creation: Managerial and Marketing translation of statistical insights.

5. Learning and teaching methods

The following learning and teaching methods are employed on this module including:

- Seminar/Lab sessions
- Guest speakers
- Self-directed online exercises

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Ed tech application	This module will feature full use modern analytical tools such as SAS JMP, and/or other industry recognised analytical tools. The module will feature applied case studies and exercises. Students will be expected to use online research to explore relevant themes and ideas. They will be challenged to acquire applied analytical skills in one or technological platforms.

2. Multicultural and diversity	Case-studies from the marketing sector will be employed to reflect the global reach of big data analytics.
3. Solution focused and practice oriented	The module is, by its very nature, based on applied practice and decision-making.
4. Integration of learning	This module will draw on the students' work on the term 1 data exploration module.
5. Assessment for learning	The assessment for this module requires formative work in support of full submission thereby allowing for learning by doing rather than assessment as an end point.

The notional learning hours for this module are:

10 credit module – 100 learning hours	
Directed learning	**20 hours**
Lab Demonstration	10
Lab Exercises	10
Collaborative Learning	**9 hours**
Lab Case Study work	9
Self-directed learning	**71 hours**
Preparation for class	13
Self-study after class	22
Preparation for assessments	22
Assessment	14
Total	**100**

6. Assessment and relative weightings

The assessment strategy for this module comprises both formative feedback as well as summative assessment. The module will be practical in its focus. Students will manipulate various data sets during class activities which will comprise of directed and self-directed study tasks, primarily using SAS software but also any other tools and skills learnt on the programme.

Formative Assessment: Case study session(s)

In order to provide a more authentic learning setting; a number of case studies will be presented to throughout the course of the module. All case studies adhere to a similar structure. Students will be presented with a marketing/business scenario and a set of data related to the scenario. A case study approach; by means of guiding them through the various steps required, will teach students

how to address and partially resolve the issue(s) presented. They will further be required to address additional reflective questions. The thrust of each case study will be around the use of inferential and predictive analytics in order support and inform marketing scenarios.

Summative Assessment: Individual Project, 2500 words (+/- 10%) (100% TMM)
Working individually, students will write a data analysis report, based on a data set of their choosing. They will select one of the datasets provided on Blackboard. Students will be expected to employ a basic level of descriptive statistics and at least three inferential statistical methods, which will be variations of the following:

- t-Tests
- ANOVA
- Simple and Multiple Linear Regression
- Logistic Regression

Analysis should be hypothesis driven and should attempt to demonstrate findings of significance. Students will be required to provide a managerial/marketing narrative for non-experts.

7. Mapping of assessment tasks for the module

Assessment tasks				A1	A3	B2	B3	B4
Individual Project				x	x	x	x	x

8. Key reading

Core textbook

Grigsby, M. (2018). Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques. Kogan Page, London

Further resources

Artun, O Levin, D. (2015). Easy Ways Every Marketer Can Use Customer Analytics and Big Data. John Wiley & Sons, New Jersey

Bailey, M (2017). JMP® Software: ANOVA and Regression: Course Notes Grigsby M (2016)

Other resources

Marketing Analytics: A practical guide to real marketing science

https://www.jmp.com/en_us/online-statistics-course.html

https://analytics.google.com/analytics/academy/https://www.jmp.com/en_us/online-statistics-course.html

https://www.jmp.com/en_gb/home.html

Module code	MKT7A9		Level	7
Module title	Dissertation		Credit value	60
			ECTS* Credits	30
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics		Notional learning hours	600

1. Pre-requisite modules

MKT7B3 Research Methods

2. Module aims and objectives

The dissertation module gives students the opportunity to consolidate their learning to date in the form of an intensive piece of academically rigorous research focused on a research question of relevance to some aspect of digital marketing and analytics. Students are expected to identify a suitable research question, framed within the context of existing academic research, and then collect relevant data needed in order to answer their question.

Students undertaking the dissertation will have an opportunity to apply the knowledge and skills which they have learnt on the modules previously taken and, where appropriate, will be encouraged to base their research upon organisations with which they are familiar. They will be expected to agree on a suitable project with their academic supervisor and to take a high degree of responsibility for their own learning.

During the course of completing the dissertation, students will further develop key employability skills such as creative and strategic thinking, time management, and effective communication, alongside academic skills such as critical thinking, evaluation of existing research, data analysis and academic writing.

The completed dissertation will take the form of a draft journal article. As part of the dissertation process, participants must identify a suitable journal to which their paper could potentially be submitted. The author guidelines of that journal will then determine the format and structure of their dissertation. It is expected some students who select the dissertation option will do so because they have an interest in pursuing an academic career. For them the discipline of identifying a relevant journal and producing a draft paper for it will be a valuable introduction to the realities of academic work.

Links to other modules

This is the final module in the programme, takes place in the final semester, and builds upon what is learnt in the previous modules to allow the opportunity to apply that knowledge in a digital marketing & Analytics environment. Students negotiate the structure of the dissertation with their supervisor and are expected to take a high degree of responsibility for their own learning. The learning and

teaching strategy build on the independent and inter-dependent skills that are developed in the whole programme.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1.   Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches.

A2.   Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions taking into consideration the global dimensions, change and management across cultures. Act with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.

A3.   Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:
B2.   Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3.   Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches.

B4.   Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

This is not a taught module. Students are expected to have acquired the relevant knowledge, research tools and techniques from the Research Methods. For guidance, students should refer to the indicative content in the Research Methods module.

5. Learning and teaching methods

Towards the end of semester two, a 2-hour workshop will be organised to help students understand the module's expectations and help them consolidate all they have learnt so far and use it in the development of their dissertation. Once this workshop has been delivered, students will then spend most of their time researching their dissertation topic, both in liaison with their supervisor and in an independent study mode.

Each student will be assigned an academic supervisor, at-least 3 weeks before the start of their dissertation period. The sessions with the academic supervisor are student-driven in the sense that they will focus on questions and problems that the student has highlighted. These may relate to the choice of topic, research methods and tools, reviewing literature, or the requirements with regard to structure and format. At the same time the supervisor will monitor the progress the student is making and draw the student's attention to problems with the points mentioned above and give feedback on work that is submitted.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	This module will feature full use of the VLE to include programme materials and assessment guidelines. In addition to this, students will be required to use tools for real time research to complete their dissertation.
2. Multicultural and diversity	Students can choose technologies and companies from a range of different countries, for their assessment work.
3. Solution focused and practice oriented	The study for both the presentation and the research proposal encourages students to identify the problems/issues with the organisation/field under study and develop approaches which will improve its performance
4. Integration of learning	This module will draw on the students' work from the previous terms.
5. Assessment for learning	The assessment for this module requires formative work through supervision, in support of full submission thereby allowing for learning by doing rather than assessment as an end point.

The notional learning hours for this module are:

60 credit module - 600 learning hours	
Directed learning	**25 hours**

MSc Digital Marketing & Analytics Module Specification 2023-24

Supervision and communications	25
Self-directed learning	**575 hours**
Feasibility study of research	40
Academic writing skills	25
Literature and background research	120
Data collection and methods design	150
Analysis of findings	120
Writing up	120
Total	600

6. Assessment and relative weightings

Formative Feedback

Feedback will be provided to students through regular supervision meetings

Summative Assessment – Dissertation report (100% TMM)

There are three assessment tasks to their final submissions:

Assessment Task 1: Individual Reflective Diary, 1000 words (+/- 10%) (10% TMM)
Students will be expected to submit a 1000-word diary on their research experience in which they explain their choice of journal and reflect upon how they developed as researchers during the process of writing their dissertation.

Assessment Task 2: Individual Report, 8000 words (+/- 10%) (60% TMM)
Students will be required to produce an extended piece of academic writing which should be structured in the style of an empirical journal article.

The submission will generally include the following elements (but will be guided by the preferences of the selected journal):-

- Abstract
- Introduction – theoretical context and justification of research questions, hypotheses or propositions
- Method – explanation of how the research was conducted and justification of choice of method
- Results – analysis of data addressing each hypothesis / proposition
- Discussion of findings
- Implications for practice and theory
- Limitations of work
- Conclusion

Marks will be awarded based on the quality of the research question formation, the suitability of the chosen methodology and the quality of the methodology execution, the depth of data analysis and the extent to which the original research question is answered and the suitability of any recommendations for practice. Additionally, marks will be awarded based on the extent to which the submitted dissertation meets the formatting requirements of the selected journal. Note, students are not required to submit their papers to their chosen journal if they do not wish to and acceptance for publication is neither a pre-requisite of passing the dissertation module nor a guarantee of it.

Assessment 3: Individual presentation to academic staff, 30 minutes (30% TMM)

Students will be required to present a summary of their dissertation report

7. Mapping of assessment tasks to level learning outcomes								
Assessment tasks	**Learning outcomes**							
				A1	**A2**	**A3**	**B2**	**B3**	**B4**
Assessment Task 1: Individual Reflective Diary				x	x	x	x	x	x
Assessment Task 2: Individual Report				x		x		x	
Assessment 3: Individual presentation to academic staff				x	x	x			

8. Key reading

Core textbook

Saunders, M., Thornhill, A., Lewis, P. (2019). Research Methods for Business Students. Pearson, London.

Further reading

Bailey, S. (2006) Academic writing: a handbook for international students, New York: Routledge.

Belcher, W.L. (Laura) (2009) Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success:, Thousand Oaks, California: Sage Publications, Inc.

Brown, R.B. (2006) Doing your dissertation in business and management: the reality of researching and writing, London: SAGE.

Cameron, S. (2008) The Business Student's Handbook: Learning skills for study and employment, Harlow: FT Prentice Hall.

Collis, J., Hussey, R. & Hussey, R. (2009) Business research: a practical guide for undergraduate & postgraduate students, Basingstoke: Palgrave Macmillan.

Daft, D. (1995) Why I recommended that your manuscript be rejected and what you can do about it. In L. Cummings & P. Frost, eds. Publishing in the Organizational Sciences. Thousand Oaks, California: Sage, pp.164-183.

Fisher, C. (2007) Researching and writing a dissertation: a guidebook for business students, Harlow: FT Prentice Hall.

Jönsson, S. (2006) On academic writing. European Business Review, 18 (6), p.pp.479-490.

Minto, B. (2008) The pyramid principle: logic in writing and thinking, London: FT Prentice Hall.

Murray, R (2009) Writing for academic journals, Open University Press.

Murray, Rowena, Moore, S.M.) & Moore, S. (2006) The handbook of academic writing: a fresh approach, Maidenhead: Open University Press.

Silva, P.J. (2009) How to write a lot: a practical guide to productive academic writing (electronic edition), Washington: American Psychological Association.

Other resources

Journals & Electronic Databases

Commercial databases available via the Regent's University London Library, which also has access to many business and management journals.

Websites

BBC Online www.bbc.co.uk

Business ethics www.business-ethics.com

Financial Times www.ft.com

Management today website www.clickMT.com

Module code	MKT7B1	Level	7
Module title	Consultancy Project	**Credit value**	60
		ECTS* Credits	30
Programme(s) on which the module is taught	MSc Digital Marketing & Analytics	**Notional learning hours**	600

1. Pre-requisite modules

MKT7B3 Research Methods

2. Module aims and objectives

In this module students undertake a digital marketing consultancy project. The students operate in effect as trainee management consultants for their client, are expected to undertake research into an issue related to digital marketing and analytics, and to develop conclusions and recommendations that are intended to benefit the client organisation and perhaps, the sector as a whole.

This module provides students with the opportunity to carry out a consultancy project in the digital marketing field that is of real practical benefit, to demonstrate the application of knowledge and skills gained in earlier modules and to work closely with others, including the client, towards a tangible and timely outcome.

The students will have developed a good understanding of the place of marketing analytics in digital marketing by this stage, and this client project is a good opportunity to apply what has been learnt. It is intended that during the consultancy project, the content from other modules will be reinforced, tested and questioned to enhance their understanding in a real marketing management situation. By the end of the module, the students should have developed a set of skills that they can apply in a consistent, professional and confident manner.

The project focuses on the rapid collection and assimilation of data, to gain a detailed understanding of organisations' needs and their issues. This is essential in any work-based assignment regardless of the nature of the work or the functional area of expertise being applied. Students will be expected to interact with the organisation as if it were a real commercial relationship which will include recording activities and reporting to the client.

Links to other modules

This is the final module in the programme. It takes place in the final semester and builds upon what is learnt in the previous modules to allow the opportunity to apply that knowledge in a real digital marketing environment. Students negotiate the structure of the project with the client and are

expected to take a high degree of responsibility for their own learning. The learning and teaching strategy builds on the independent and inter-dependent skills that are developed in the whole programme.

3. Learning outcomes

A. Knowledge and understanding

Upon successful completion of this module the students will be able to:

A1. Operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information source. Ethically undertake analysis of complex, incomplete or contradictory evidence / data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches.

A2. Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions taking into consideration the global dimensions, change and management across cultures. Act with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.

A3. Have a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. Demonstrate an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.

B. Skills

Upon successful completion of this module the students will be able to:

B2. Ethically design and undertake substantial investigations to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches and critically evaluates their effectiveness.

B3. Use ideas at a high level of abstraction. Develop critical responses to existing theoretical discourses, methodologies or practices and suggest new concepts or approaches.

B4. Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas.

4. Indicative content

This is not a taught module. Students are expected to have acquired the relevant knowledge, research tools and techniques from the Research Methods. For guidance, students should refer to the indicative content in the Research Methods module.

5. Learning and teaching methods

Towards the end of semester two a 2-hour workshop will be organised to help students understand the module's expectations and help them consolidate all they have learnt so far and use it in the development of their consultancy project. Once this workshop has been delivered, students will then spend the majority of their time researching their consultancy project topic, both in liaison with their client and in an independent study mode.

Each student will be assigned an academic supervisor at least 3 weeks before the term commences. The sessions with the academic supervisor are student-driven in the sense that they will focus on questions and problems that the student has highlighted. These may relate to the choice of topic, research methods and tools, reviewing literature, or the requirements regarding structure and format. At the same time the supervisor will monitor the progress the student is making and draw the student's attention to problems with the points mentioned above and give feedback on work that is submitted. The supervisor may also liaise with the client from time to time.

Supervision Key features

- Students will source their own consultancy projects with support from the module leader and the Careers and Business Relations team where required.
- In cases where students are unable to source a client, we cannot guarantee that every student who wishes to do a consultancy project will be able to do one .
- Where clients come to us with potential projects, groups may have to 'bid' for these projects to ensure that there is a good fit between client and group.
- Each student and client will be rewuired to sign a non-disclosure agreement form. if necessary.
- Each student will be required to submit a signed ethics form

Both the students and the clients have certain rights and responsibilities during this process. Each can always expect the other to act in a professional manner. For the students this means good work progress either on their own or within their group and with the client, suitable dress code, accurate timekeeping and clear communication through the correct channels. In return the client can be expected to provide the necessary information and support needed to progress the project effectively.

This module will be delivered in line with the BAM pedagogic principles (see programme handbook for full details). Specifically, for this module:

BAM Pedagogic principle	How it applies to this module
1. Education Technology	This module will feature full use of the VLE to include programme materials and assessment guidelines. In addition to this, students will be

MSc Digital Marketing & Analytics Module Specification 2023-24

	required to use tools for real time research to complete their consultancy project.
2. Multicultural and diversity	Students can choose technologies and companies from a range of different countries, for their assessment work.
3. Solution focused and practice oriented	The module is, by its very nature, based on applied practice and decision-making.
4. Integration of learning	The study area freedom by its nature integrates multiple perspectives (such as marketing, finance, human resources etc.) to provide a holistic view of organisations and what will help the student in their future leadership roles
5. Assessment for learning	The assessment for this module requires formative work in support of full submission thereby allowing for learning by doing rather than assessment as an end point.
5. Assessment for learning	The assessment for this module requires formative work through supervision, in support of full submission thereby allowing for learning by doing rather than assessment as an end point.

The notional learning hours for this module are:

60 credit module - 600 learning hours	
Directed learning	**25 hours**
Supervision	25
Collaborative Learning	**10 hours**
Client meetings and consultations	10
Self-directed learning	**565 hours**
Feasibility research	50
Literature review and background research	120
Consultancy report writing skills	25
Data collection and design	150
Analysis	120

Writing up	100
Total	600

6. Assessment strategy, assessment methods and their relative weightings

Formative Feedback

Feedback will be provided to students through regular supervision meetings

Summative Assessment – Consultancy Project, Individual assessment (100% TMM)

There are three assessment tasks to their final submissions:

Assessment Task 1: Individual reflective report, 1000 words (+/-10%) (10% TMM)

Students must submit an individual reflective report on their experience

Assessment Task 2: Individual Presentation to a client, 30 minutes (30% TMM).

The student will be required to present the findings of their research in a presentation (to a client representative (if available), the project supervisor and another member of academic staff. This may be opened to a wider audience with the permission of the client organisation. Submission of a set of slides is required and the presentation venue will normally be in Regent's University London.

Assessment Task 3: Individual Client Report, 10,000 words (+/- 10%) (60% TMM)

Students will be required to submit a written report of 10,000 words which will be a complete appraisal of the work carried out. The report and presentation should support each other.

7. Mapping of assessment tasks to level learning outcomes

Assessment tasks	Learning outcomes							
				A1	A2	A3	B2	B3	B4
Task 1: Individual reflective report					x				x
Task 2: Individual Presentation to a client					x			x	x
Task 3: Individual Client Report				x	x	x	x	x	x

8. Key reading list

Core textbook

Saunders, M., Thornhill, A., Lewis, P. (2019). Research Methods for Business Students. Pearson, London.

<u>Further reading</u>

Wickham, P (2016), Management consulting: delivering an effective project. 5th Ed. FT Prentice Hall: London

Nash, S (2007), Starting and running a successful consultancy. How To Books Ltd: Oxford

Block P. (2011), The Flawless Consulting Fieldbook and Companion, 3rd Ed. San Francisco, Pfeiffer Publishing.

Burtonshaw Gunn S., Salameh M. (2010), Essential Tools for Management Consulting: Tools, Models and Approaches for Clients and Consultants, Wiley Publishing

Sadler, P. (2007), Management Consultancy - A Handbook for best practice, London, Kogan Page.

Silberman, M. (2001), The Consultant's Tool Kit, London, McGraw-Hill.

Weiss, A. (2006), Million Dollar Consulting Toolkit, New Jersey, Wiley Publishing.

<u>Other resources</u>

Journals & Electronic Databases

Commercial databases available via the Regent's University London Library, which also has access to many business and management journals.

Websites

BBC Online www.bbc.co.uk

Business ethics www.business-ethics.com

Financial Times www.ft.com

Management today website www.clickMT.com