



MSc Digital Marketing & Analytics

Course Specification

Academic Year 2024-25

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1. Programme Overview	
Full programme/award title(s)	MSc Digital Marketing & Analytics
Short programme title	MSc DMA
Fees	See the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2022, January 2023
Date of original validation / revalidation	December 2019
Validated until	September 2025
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
Underpinning QAA subject benchmark statements	QAA Framework for Higher Education Qualifications QAA for Masters' Awards in Business & Management (2015) SEEC Credit Level Descriptors
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy 2015-2020 Institute of Direct and Digital Marketing Certificate in Digital Marketing syllabus
Professional, statutory or regulatory body recognition/accreditation	Chartered Management Institute (CMI) Digital Marketing Association SAS Academy
Mode of study (Full Time / Part Time)	Full Time

Language of study	English
Minimum / Maximum duration of programme for each mode of study	<p>Full time: Students may start the programme in either January or September. If you begin in September, the programme is 12 months, while a programme starting in January will last for 16 months.</p> <p>Minimum: 1 year Maximum: 3 years</p>
Date of production / revision of this programme specification	June 2024

2. Why study this programme?

Digital marketing and marketing analytics are two of the fastest-growing areas of marketing and this trend looks set to continue.

Digital marketing involves the use of electronic media to promote products, services and brands and offers significant advantages over traditional marketing methods, as it involves the use of communication channels and methods that enable detailed analysis of campaign performance, often in real time.

The most common digital marketing channel is the internet, but digital marketing also includes email, social media marketing, mobile marketing, instant messaging, apps, podcasts, video marketing and influencer marketing. Extensive employer research tells us that these are now the essential skills that marketing graduates need to acquire in order to be employable.

Consumers now expect that branded goods and services organisations will communicate with them through multiple channels in a way that is personalised and relevant. Analytics enables brands to do this by helping them to build a single view of the customer across multiple channels, to anticipate consumers' needs and to provide them with consistent and co-ordinated communication which will move them along the purchase process.

Too often, organisations rely on collaboration between marketers with no analytics or digital skills and IT people with no marketing skills. Digital technology and analytics are now so central to marketing that it is essential that marketers have these skills themselves.

Successful students will graduate from this course with the skills required to become effective marketers in this new evolving international marketing environment. Most of our graduates have effectively secured jobs in the digital marketing and analytics industry and more importantly, climbed through the ranks quickly, based on their knowledge and confidence in the field.

When first launched, the MSc DMA was a unique, first-of-its-kind offering, not just in the UK, but globally. As a result, it has seen a 'first mover' advantage, with recognition not just in academic circles, but within the marketing and analytics industry.

The Regent's experience is a culmination of activities that happen inside and outside the classroom. In order to facilitate this, you are encouraged and supported to participate not just at internal events but are also presented with opportunities to network externally. At Regent's, we use collaborative learning effectively and creatively to allow you to learn by doing. You will learn from academics as well as industry experts.

The programme benefits from an extensive network of industry contacts who are willing to help with programme delivery in several ways including, but not limited to, guest speaking and

lecturing, offering you access to live briefs and real data sets, networking events and informal mentoring, offering placements and internships to graduates from the programme.

National and cultural diversity are highly celebrated at Regent's and you will interact with fellow students from all over the world and build strong alumni networks.

3. Programme aims and objectives

This is a guide to what you might achieve if you take full advantage of the learning opportunities provided.

The programme aims to empower students with a sophisticated understanding of digital marketing. Graduates of this programme will have a deep understanding and appreciation of the importance of data, analytics and technology within this area of marketing.

You will graduate with the skills required to start a career across a range of digital marketing or analytics roles, client-side, supplier or agency, in any kind of organisation, from large corporates to SMEs, from start-ups to family businesses, B2C, B2B or not-for-profit organisations in an international context.

The programme has several distinctive features which set it apart from other, apparently similar-looking programmes in the sector:

- The programme has been accredited by the Digital Marketing Association. Students who complete this programme have the option of sitting an IDM exam at the end of the course, enabling them to qualify for the IDM's certificate in digital marketing. This is one of the most highly valued professional qualifications in this field and all students who have taken the exam have been successful in receiving this certificate.
- The programme is mapped against the Chartered Management Institute Level 7 qualification in Strategic Management and Leadership Practice. Successful students receive a CMI certificate and a one-year membership. This confers several benefits, including: enhanced professional standing and recognition; MCMI (Member Chartered Management Institute) letters after their name; greater career prospects; access to numerous practical resources to assist career progression and exclusive access to professional networks.
- Regent's University London is a member of the SAS Academy. This provides students with wider opportunities to learn industry-leading tools and gives them access to the SAS network which enables us to provide a wealth of learning resources, guest lecture sessions and regular trips to SAS headquarters.
- Students who successfully complete the Exploring and Visualising Data module and the Digital Marketing and Data Analysis module, will learn as part of their modules the SAS JMP programme and they will be entitled to receive a joint SAS-RUL certificate of attendance. Students who will use the software for their final projects (Dissertation or Consultancy Project) will also be entitled to receive a SAS certificate of achievement.
- Students will have the opportunity to sit for a Google Analytics Individual Qualification (GAIQ) if they wish to do so. This highly practical self-study qualification is an indication

to employers that students have a high level of understanding of Google Analytics and its practical application.

- Successful students will have an opportunity to receive not just the MSc award but many other credible accolades.
- Students will be taught and challenged to consider their wider responsibilities to demonstrate their ethical approaches in business and in their professional conduct.
- Analytics and digital marketing are blended together throughout every module rather than analytics being treated separately in its own dedicated modules. This will ensure that students will be taught analytics not just in abstract but in context and will provide them with opportunities to learn how analytics inform marketing and to practice their analytics skills.

Since its introduction to the market in 2015, each year the programme has seen one of its students receive an award for excellence from the Worshipful Company of Marketors. This is an esteemed event hosted by the Lord Mayor annually at Mansion House.

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

Your programme is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be ‘taught’ hours. You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6.

On a postgraduate degree programme, you can usually expect to study 180 credit per level (or year), with no more than 80 credits per term.

Programme modules

Core modules	Credits
Term 1	
MKT7C3 Marketing Management for the Digital Age	20
MKT7C1 Consumer Intelligence	10
MKT7C2 Exploring and Visualising Data	10
MKT7B3 Research Methods	20

Term 2	
MKT7A6 Integrated Digital Marketing Communications & Analytics	20
MKT7B4 Web Marketing and Analytics	20
MKT7C4 Digital Marketing Data Analysis	10
MKT7A5 Social Media Marketing and Analytics	10
Term 3	
MKT7B1 Consultancy Project or MKT7A9 Dissertation	60
Total core module credits	180
Exit awards and learning outcomes achieved (if appropriate)	
Postgraduate Certificate – 60 credits	
Postgraduate Diploma – 120 credits	

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

A. Knowledge and understanding

Upon successful completion of this programme, 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 programme, 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.

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The postgraduate programmes' learning, teaching and assessment strategy has been established in line with the Regent's University London Learning, Teaching and Assessment strategy and goals and the University's Academic Regulations. This comprises of six priority areas:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and graduates' ability to compete strongly in the global labour market
- Professional development for staff.

These priority areas form the framework for the objectives below:

- Provide an interesting and varied learning experience that serves to engage and motivate our students
- Provide a learning experience that is challenging, intellectually stimulating and develops critical thinking
- Provide small-class teaching, tutorial support and personalised learning
- Draw on the international diversity among the students to enrich their learning
- Articulate the practical application of learning, making it relevant and increasing the employability potential of our students.

We aspire to the creation of a collaborative '**community of learning**', both within and crucially outside of the traditional classroom setting. In the development and delivery of our pedagogy, students will be both active partners and learners. The Faculty of Business & Management pedagogic approach centres around six key principles, outlined below:

1. **EdTech support** for the student and tutor at every possible step, broadening learning opportunities and spaces to include 24/7 access to support, appropriate student choice points at module and programme level.
2. **Multiculturalism and diversity** through inclusive approaches to teaching and learning
3. **Solution-focused delivery and practice** oriented to support global employability and/or active entrepreneurship.
4. **Integration of learning** through current, large-scale and complex business simulation, high-impact interventions and integration across modules.
5. **Assessments for learning** that feature co-design, synoptic work, predictive work, groupwork projects, student choice, authenticity and built-in safeguards against academic offences.
6. Dedicated and focused **staff development** time to embrace technology and these pedagogic principles, review and plan to ensure a joined up and coherent approach.

Breakdown of teaching methods by percentage per level

Each week you will be given a varied guidance and challenge session in a directed learning and practical approach, chiefly to direct your learning and support your understanding. This variety is intended to drive engagement and will include:

- Lectures
- Seminars
- Lab sessions
- Challenge-based tasks
- Self-directed online exercises
- Tutorial work
- Assessment preparation and feedback (formative work)
- Group research and report work
- Case preparation
- Assessment preparation and feedback (formative work)
- Technology supported work (blogs etc.)
- Guest presentations
- Accompanied/independent industry visits

You will be expected to conduct self-directed learning, which includes preparation for class, self-study after class, preparation for assessment, and assessments. The following is a breakdown of how much time you will spend on each type of learning:

Directed learning	20%
Collaborative learning	9%
Self-directed learning	71%

Programme management and teaching staff

The MSc DMA programme is managed by a Director of Content, working in close collaboration with the teaching team. All academic staff are either leaders or co-leaders for the modules they teach. Alongside teaching, they are also involved in the supervision of dissertations and consultancy projects. All levels of academic seniority teach on the programme.

Academic staff are, in general, educated to master's or doctoral level. Exceptions are where particular industry skills are required and are covered by industry experts.

We promote and support research, enterprise and scholarship that underpin our academic programmes and add value to our student's learning experience. We believe it is essential to enhance the vitality of our academic programmes and refresh them by conducting research that is applied, while at the same time producing cutting-edge knowledge and engaging in world-leading scholarship that informs our teaching.

Academic staff have a high-level of academic experience, as well as familiarity with the industry. They have worked in a range of digital marketing and analytics fields, in a variety of roles, and have published in a range of academic journals, authored books and industry publications.

Members of the team are also industry consultants, alongside being actively engaged in academic publishing. In addition, most of our staff hold a Fellowship of Higher Education Academy (HEA) ranging from Fellow to Principal Fellow. The University encourages teaching staff to undertake the Postgraduate Certificate in Higher Education.

Assessment strategy and methods

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.

Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

The assessment methods used across the programme are varied. The key objective is to ensure that assessment is:

- Engaging, encouraging students to interact, develop skills and test their knowledge
- Inclusive, fostering a student-focused approach whereby they can make selections about the topics or formats chosen where possible
- Authentic, based on real world or real-life challenges, cases and situations.

The main assessment methods used for both formative and summative assessments feature:

- Challenge-based activities

- Reports produced following student investigations in groups or as individuals
- Group or individual presentations to tutor, peers or outside experts
- Essays
- Time-constrained tasks or exercises
- Ongoing project work individual or collective
- Case study analysis
- Blogs

Assessment is 100% through coursework.

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

7. Relationship to other programmes and awards

Some programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

This degree does not impact upon or lead to awards elsewhere in the University.

8. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements

- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:

<https://www.regents.ac.uk/student-life>

9. Learning support

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.

[regents.ac.uk/information/student-life/for-current-students/disability-information](https://www.regents.ac.uk/information/student-life/for-current-students/disability-information)

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

For postgraduate students, there are restricted-access facilities with computer terminals, group- and silent-study rooms, a kitchen and social space.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at [my.regents.ac.uk](https://www.regents.ac.uk) once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit:

<https://www.regents.ac.uk/life-at-regents/learning-resources>

10. Opportunities for personal development planning

The programme offers a number of opportunities to foster your personal development planning, such as personal and small group tutorials, Challenge-based tasks, dissertation, consultancy

project, industry visits and extracurricular activities are organised by both academic and professional services on campus.

You will embark on a personal and professional development journey through personal tutoring offered by the Head of Programme. The HoP will be involved in guiding your self-reflection and awareness of your personal plans and goals. Your reflections will help you choose the appropriate career paths.

The programme also provides the opportunity to develop your team working, leadership and presentation skills within an international and cross-cultural context, and reflect on your engagement and interaction within group-based activities.

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out

about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

11. Admissions criteria

Details of the current entry requirements can be found in the University's Admissions Policy on our website: <https://www.regents.ac.uk/policies>

For more information, see the How to Apply tab under each course on the website.

12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:

<https://www.regents.ac.uk/admissions/visas-immigration>

13. Tuition fees and other costs

Please see the Tuition fees page on the Regent's University website (<https://www.regents.ac.uk/admissions/tuition-fees>).

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: [regents.ac.uk/about/contact-us](https://www.regents.ac.uk/about/contact-us)

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: [regents.ac.uk/study/accommodation](https://www.regents.ac.uk/study/accommodation)

The main costs are the recommended reading texts for each module. Recommended books tend to cost between £25- 40 for all modules. However we do encourage you to make use of the University

library. Module leaders make good use of academic papers and journal articles using RUL Discovery. The cost of all visits outside of the University are included in the programme, unless otherwise specified.

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/policies>

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

15. Award Criteria

To qualify for a master's degree you must obtain 180 credits at Level 7.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/policies>

16. Methods for evaluating and improving the quality and standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/policies>

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

Programme (re)validations

The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

Programme modifications

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's academic governance structures.

Programme monitoring

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an annual monitoring report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at faculty and institutional level.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g. through questionnaires), programme level (through programme managers), through student representatives and at programme committees. Student representatives are elected and sit on institutional committees such as Senate. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

External examiner reports

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the progression and finalist boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs which are submitted to programme committees.

17. Curriculum map

This table indicates which modules assume responsibility for delivering the learning outcomes detailed in Section 5.

Module	Learning outcomes						
	A1	A2	A3	B1	B2	B3	B4

MKT7C3 Marketing Management for the Digital Age	x		x	x	x	x	x
MKT7C2 Exploring and Visualising Data		x	x		x	x	x
MKT7C1 Consumer Intelligence	x		x		x		x
MKT7B3 Research Methods	x		x		x	x	x
MKT7A5 Social Media Marketing and Analytics	x		x		x		x
MKT7A6 Integrated Digital Marketing Communications & Analytics	x	x	x	x	x		
MKT7B4 Web Marketing and Analytics	x		x		x		x
MKT7C4 Digital Marketing Data Analysis	x		x		x	x	x
MKT7A9 Dissertation	x	x	x		x	x	x
MKT7B1 Consultancy Project	x	x	x		x	x	x