



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2024/25

Date created: January 2024
25/04/2024

Last amended: 25/04/2024

Version no. 1 Date approved by EQED:

1. Programme title(s) and code(s):

MSc Digital Marketing

Postgraduate Diploma Digital Marketing*

Postgraduate Certificate Digital Marketing*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) [HECOS Code](#)

HECOS Code	%
100075	75
100440	25

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time

b) Type of study Campus-based

4. Registration periods: MSc Digital Marketing

The normal period of registration for the MSc Digital Marketing is 12 months.

The maximum period of registration for the MSc Digital Marketing is 24 months.

5. Typical entry requirements

Candidates should normally have at least one of the following:

- A good second-class (or above) honours degree from a recognised HEI
- a postgraduate diploma from a recognised HEI
- a relevant graduate level professional qualification.

Where English is not the applicant's first language, applicants must satisfy the University of Leicester, School of Business English language requirements which can be found at <https://le.ac.uk/study/international-students/english-language-requirements>

6. Accreditation of Prior Learning

N/A

7. Programme aims

The MSc in Digital Marketing course is a specialist career entry programme which aims to:



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1. Give course members a thorough grasp of the main principles and techniques of digital marketing Management, Managing Digital Content, Media Planning and Digital Communications strategy within international and sustainable contexts. This includes assessing the advantages, limitations and typical applications of each major method or technique.
2. Expose course members to the current debates in the marketing, digital marketing, digital media and communications literature and to make them aware that there is no "quick fix" to digital marketing problems but rather that there are a range of issues and perspectives.
3. Promote an appreciation of the role of information within a knowledge-based economy. This will include an identification of approaches to data generation, data manipulation, data assessment, analysis and dissemination in marketing research.
4. Encourage in course members the need for critical analysis and evaluation of marketing theories by covering the economic, political, ethical, social and technical environment within which marketing managers work.
5. Give course members an analytical appreciation of theoretical concepts to explain how social media influencers function within digital marketing, understand the role of platforms and labour within influencer culture and to reflect critically on social media influencers as both content and industry.
6. Give course members an analytical appreciation of business-to-business, services and international context of marketing management, and use and evaluate different theoretical stances and concepts in application to social media industries.
7. Provide students with opportunities to develop a variety of transferable skills relevant to the needs of a range of employers including written and oral communication skills, critical analysis, and appraisal of evidence, time management and problem-solving.
8. Equip students with the necessary skills to undertake independent research work in the broad area of digital marketing management and media management, as evidenced in the successful completion of a dissertation in Marketing or with a focus on Media and Communication.

8. Reference points used to inform the programme specification

- [QAA Benchmarking Statement – Business and management](#)
- [QAA Benchmarking Statement – Communication, Media, Film and Cultural Studies](#)
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [Education Strategy](#)
- [University Assessment Strategy](#) [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Possess sound knowledge of the key principles and practices in digital marketing management, managing digital content, media planning and digital communications strategy. - demonstrate ability to critique and comprehend theories in digital consumers, and research and analytics methods for digital marketing. - possess a sound knowledge of the theories and their application in areas of digital marketing Management, managing digital content, media Planning and digital communications strategy 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings, rehearsals and revision of group assessment.</p>	<p>Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.</p>

<ul style="list-style-type: none"> - In addition to the above students should possess knowledge of quantitative and qualitative methods and methodologies used to research in digital marketing. 			
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ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - comprehend and critique core digital marketing concepts including segmentation, targeting and positioning; qualitative, quantitative and analytics research and key models and frameworks related to digital consumers behaviour - demonstrate evidence of wider reading and critical appraisal of theory related to digital marketing. - explain and critique core concepts in research methodology underpinning the social sciences and digital marketing research. This includes differentiating between positivism and interpretivism; discussing the 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings, rehearsals and revision of group assessment..</p>	<p>Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.</p>

<p>differences between probability and non-probability sampling; making informed comparisons between parametric and non-parametric statistical tests and defending the choices, assumptions and difficulties involved in carrying out this type of research.</p>			
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iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> -demonstrate knowledge of key theories and concepts - select relevant material from academic readings and demonstrate familiarity with the conventions of academic writing and associated bibliographic techniques. - demonstrate mastery of a range of methodological tools used to investigate topics in digital marketing (including, interviews, questionnaires, focus groups, ethnographic research). - differentiate the conditions when either qualitative or quantitative data analysis should be used and/or be 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative.</p> <p>The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions</p>	<p>Essay, coursework assignments and presentation (formative and summative).</p> <p>Research proposal; dissertation.</p>

able to identify the conditions under which it is appropriate to combine different techniques.			
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iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: -identify and apply relevant concepts and techniques with independence and rigour.	Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions	Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: - differentiate between relevant and non-relevant material; professional and academic writing, to write up and deliver written work to a professional standard. - arrange research material in a manner appropriate to the medium that is to be assessed (i.e. professional report, research proposal or dissertation).	Assignment feedback: formative and summative; directed reading, guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.	reflection, leading discussions, group meetings, rehearsals and revision of group assessment.	Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.

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vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - assess the relevance and quality of a range of primary sources and secondary literature. - analyse a variety of complex digital marketing and digital consumer research ideas. - demonstrate an independent level of inquiry at an advanced level 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions</p>	<p>Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.</p>

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - locate, select and organise relevant evidence for essays; demonstrate an ability to produce logically structured, focused and clearly written essays and research reports. 	<p>Seminars, assignment feedback: formative and summative; directed reading, guided independent study. Workshops in use of digital marketing resources and information consultations with Library staff.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings, rehearsals and revision of group assessment.</p>	<p>Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation.</p>

<ul style="list-style-type: none"> - plan research projects based on focused research questions, conduct significant background research and literature surveys, collect and analyse data which is relevant to research questions, report on findings demonstrating an ability to critique the data from competing viewpoints, construct an informed critical argument. - 	<p>The dissertation supervision process (1-to-1), independent research.</p>		
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ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> -discuss relevant information in an essay report or presentation format in response to written questions and case studies - write with clarity and precision - prepare oral presentations. - produce a dissertation that is logically structured and written with clarity and precision. 	<p>Assignment feedback: formative and summative; guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, group meetings, rehearsals and revision of group assessment.</p>	<p>Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative assessment based on informal qualitative feedback on content and performance from lecturer and peers.</p>

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - synthesise secondary research data into coherent and sustained written arguments, ability to respond to case studies through professional report. - Clearly arrange primary research data into thematic analysis and/or statistical data. 	<p>Assignment feedback: formative and summative; guided independent study.</p> <p>The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions</p>	<p>Essay, coursework assignments and presentation (formative and summative).</p> <p>Research proposal; dissertation.</p>

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - retrieve and present information using appropriate information technology, for example bibliographic software and subject specific databases. - employ commercial digital marketing tools (e.g. Tableau or Machine Learning) to obtain and evaluate digital marketing information. - Utilise data analysis software that is relevant to their dissertation (e.g. SPSS or NVivo). 	<p>Lectures; seminar Introduction to SPSS, Tableau, Machine Learning, Blackboard Resources.</p>	<p>Case studies, reflection, simulation, quizzes</p>	<p>Essay, coursework assignments and presentation (formative and summative).</p> <p>Research proposal; dissertation</p>

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - identify, investigate, analyse, formulate and advocate solutions to problems. - identify problems and opportunities faced by organisations using case studies. Analysis should lead to the proposal of sustainable actions that help resolve problems and to capitalise on latent opportunities. 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, reflection, simulation, quizzes</p>	<p>Practical report, Essay assignments, independent research, particularly that leading to the dissertation</p>

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - work collaboratively as part of a team - contribute and comment on ideas in learning groups. - Knowing how and when to draw on the knowledge and expertise of others. 	<p>seminar activities such as moderating and participating in a focus group; group problem solving through case studies as well as preparation of presentations. the establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).</p>	<p>Case studies, debate, reflection, simulation, leading discussions, group meetings, rehearsals and revision of group assessment.</p>	<p>Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).</p>

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - manage an extensive literature and familiarise with subject-relevant debates and concepts. - manage guided independent study to ensure the completion of assessment tasks and successfully manage the related study work-load. - identify a credible research project; construct a feasible research timetable; carry out independent research. 	<p>Lectures, seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p>	<p>Case studies, debate, reflection, simulation, quizzes, leading discussions</p>	<p>Essay, coursework assignments and presentation (formative and summative). Research proposal; dissertation</p>

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <ul style="list-style-type: none"> - take charge of progress and development; to reflect on strengths and limitations, interests, motivation and skills; recognition of achievements. 	<p>Personal Tutor system; self-reflection on assignment feedback; guest lecture/s from alumni and marketing professionals, Continuing Professional Development opportunities. The dissertation supervision process.</p>	<p>Reflection, leading discussions.</p>	<p>Personal Development Planning Dissertation</p>

- research an area which may be relevant to the student's career preferences			
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[For the Year in Industry variant, the additional programme outcomes apply](#)



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10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

N/A

b) Year in Industry

N/A

[For the Year in Industry variant the additional progression points apply](#)

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

12. Special features

N/A

13. Indications of programme quality

The quality of all ULSB programmes is the responsibility of the School's Learning and Teaching Committee. The School use a variety of indicators to maintain oversight of programme quality including:

- External Examiner Reports
- Internally Administered Student Satisfaction Feedback
- Student Attainment Data
- Peer Enhancement of Learning and Teaching Process and Reporting
- Panel of Examiners

All programmes are reviewed formally through the University administered processes of:

- Periodic Development Review
- Programme Level Annual Development Review
- Curriculum Planning

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Digital Marketing

Level 7/Year 1 Delivery Year 2024/25 Intake Month September Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Autumn Term	Spring Term	Summer Term
Core	n/a	60 credits	60 credits	60 credits
Optional	n/a	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Autumn Term	MN7010	Marketing Management and Practice	30 credits
Autumn Term	MN7011	Consumers, Brands and Digital Communications Strategy	30 credits
Spring Term	MN7435	Market Intelligence, Data Analysis and Research Methods	30 credits
Spring Term	MS7088	Producing and managing digital content	30 credits
Summer Term	MN7029	Dissertation (Digital Marketing)	60 credits

Notes

Students will undertake their dissertation in Digital Marketing (MN7029). Students who wish to undertake research which is more aligned with the specialisms within the School of Arts Department of Media and Communications will be, where possible, allocated a supervisor from outside the Business School. The supervisor will be selected ensuring their research area is aligned with the focus of the dissertation.

Where possible research projects will be undertaken responding to real problems and providing active data sets and tasks.

Level 7/Year 1 Delivery Year 2025/26 Intake Month January Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Autumn Term	Spring Term	Summer Term
Core	n/a	60 credits	60 credits	60 credits
Optional	n/a	n/a	n/a	n/a

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Spring Term	MN7435	Market Intelligence, Data Analysis and Research Methods	30 credits
Spring Term	MS7088	Producing and managing digital content	30 credits
Summer Term	MN7010	Marketing Management and Practice	30 credits
Summer Term	MN7011	Consumers, Brands and Digital Communications Strategy	30 credits
Autumn Term	MN7029	Dissertation (Digital Marketing)	60 credits

Notes

Students will undertake their dissertation in Digital Marketing (MN7029). Students who wish to undertake research which is more aligned with the specialisms within the School of Arts Department of Media and Communications will be, where possible, allocated a supervisor from outside the Business School. The supervisor will be selected ensuring their research area is aligned with the focus of the dissertation.

Where possible research projects will be undertaken responding to real problems and providing active data sets and tasks.

Appendix 2: Module specifications

See postgraduate [module specification database](#) (Note - modules are organized by year of delivery) [login-required]