

## Programme Specification for BA (Hons) Digital Marketing

<b>This document applies to Academic Year 2023/24 onwards</b>
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*Table 1 programme specification for BSc (Hons) Digital Marketing*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	CMI- Chartered Management Institute Dual Accreditation
<b>4.</b>	<b>Final award or awards</b>	BA (Hons)
<b>5.</b>	<b>Programme title</b>	BA (Hons) Digital Marketing
<b>6.</b>	<b>Pathways available</b>	Single Honours
<b>7.</b>	<b>Mode and/or site of delivery</b>	Standard Taught Programme
<b>8.</b>	<b>Mode of attendance and duration</b>	Full time (3 years full time) Full time (4 years full time placement) Part time (4-6 years)
<b>9.</b>	<b>UCAS Code</b>	Digital Marketing BA (Hons) NPDM Digital Marketing BA (Hons) (Placement Year) 4 year- NPDN
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark Statement - <a href="#">Business and Management 2019</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved June 2022 August 2022 – AQU amendments March 2023 – Departmental Periodic Review July 2023 – annual updates

### 12. Educational aims of the programme

This Programme aims to develop the learner's knowledge, understanding and practical application of Digital Marketing, including Customer Insights, Social Commerce, Digital and Social Media Marketing and Communications (including producing digital advertising campaigns). It seeks to develop skills appropriate, but not restricted to, graduate careers in business and [digital] marketing. These skills can help gain employment in careers such as market research, digital marketing, and social media, with the potential for management, and general employability, including self-employment. The programme also aims to develop graduate attributes within the areas of social responsibility, reflective and resilient lifelong learning, problem solving, teamwork and effective communication and digital citizenship. In particular, the purpose of the programme is to provide students with:

1. A specialised, analytical, and highly integrated study of Marketing and Advertising communications for strategy, behaviour, and management in the changing digital context
2. The opportunity to access the specific knowledge that will enable a graduate to:
  - a. Gain an insight into the highly inter-dependent, multi-stakeholder nature of the marketing communications industry
  - b. Provide sustainable marketing concepts, planning and implementation of strategies, tactics, and interventions
  - c. Make an effective contribution in the specialist areas of digital marketing and social media
  - d. Develop a multi-sector perspective of the opportunities and challenges of a marketing-oriented approach to business
  - e. Understand and exploit the future-oriented ways of marketing

- f. Understand the role of research within a [digital] marketing context
  - g. Develop the knowledge and skills needed for students to engage in the wider societal debates about marketing approaches and practice
  - h. Gain experience with digital tools and applications that are essential to the online and digital marketing arena
  - i. Appreciate the role of current and future digitally enabled communications campaigns within a business context
  - j. Develop audits, strategy and final outputs associated with Marketing, Advertising, and Social Media Communications within the digital context
3. A supportive and stimulating learning environment which is intellectually challenging and develops analytical, critical abilities, research skills and skills of practical application of tools
  4. An understanding of sustainable and ethical approaches to business practice and procedures and the skills to enable them to be future generators of sustainable value for business and society at large
  5. An applied and contextualised learning experience, in preparation for a career in business or marketing
  6. Opportunities to engage in work based experiential learning as an integral part of the programme
  7. Enhancement of lifelong learning skills and personal development to support employability, career aspirations and an effective contribution to society

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Evaluate theories and concepts underpinning effective digital marketing solutions, relating to communications, strategy, and online commerce	BMGT2000 BMGT2300 BMGT3000 BMGT2301
2.	Critically analyse the factors contributing to, and organisational impact of, an effective online presence	BMGT3000
3.	Critically appraise the marketing communications context and creative media needs of organisation	BMGT3020
4.	Critically evaluate theories and concepts underpinning effective solutions, relating to customer service encounters, relationships and experiences	BMGT3003

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>

<b>Cognitive and Intellectual skills</b>		
5.	Utilise knowledge of communications, strategy, and online commerce to critically evaluate the opportunities and threats of alternative digital business solutions	BMGT2300, BMGT2301
6.	Critically evaluate the impact of online presence on an organisation's strategic marketing performance.	BMGT3000
7.	Apply knowledge of creative concepts to evaluate potential improvements to a marketing communications context.	BMGT3020
8.	Critically evaluate the changing nature of customer relationship management and the associated challenges and issues	BMGT3003

*Table 4 skills and capabilities related to employment outcomes for module code/s*

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
9.	Design, plan and execute digital marketing and advertising communication campaigns in accordance with given objectives	BMGT3000 BMGT3020
10.	Produce a range of digitally enabled creative outputs that meet a given brief using industry standard tools	BMGT3020
11.	Develop strategic and operational advertising and marketing objectives and plans using marketing tools, technologies, and processes	BMGT3000 BMGT2000 BMGT3020
12.	Utilise knowledge of ethics and sustainability in relation to consumption, promotion, and commerce to ensure socially responsible business and consumer conduct	BMGT2300, BMGT2301, BMGT3020

*Table 5 transferable/key skills outcomes for module code/s*

<b>Transferable/key skills</b>		
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
13.	Reflect on and evaluate the skills required for effective team and organisational performance	BMGT2220
14.	Demonstrate skills in communicating to a range of audiences, such as consumers, colleagues, and clients.	All L5 & 6 modules
15.	Apply knowledge of security, legality, and ethics to ensure the responsible use of digital business solutions and demonstrate digital citizenship	BMGT2300, BMGT2301
16.	Demonstrate personal development, responsibility, and effective self-management (planning, motivation, and innovation).	All L6 modules

## Learning, teaching and assessment

This programme adopts a progressive structure of the following:

<b>Level 4</b>	>	<b>Level 5</b>	>	<b>Level 6</b>
Foundations		Operation		Employment-focus

The curriculum approach has been designed with the intention of supporting planned, inclusive, integrated, and progressive learning. The learning, teaching and assessment strategy supports and enables students to make decisions in multifaceted and changeable situations and will provide students with a range of opportunities to develop the skills necessary to embark on a career in a variety of areas, for example, management, [digital] marketing and advertising. The mix of 15 and 30 credit modules offers a rich learning experience for students and the inclusion of innovative assessment strategies supports learning and achievement. Level 4 mandatory modules offer a clear foundation of business fundamentals for example: management, marketing, finance/accounting, economics and digital.

Core modules provide an appropriate structure to:

- acquire and build knowledge and understanding (e.g., via the subject-related core modules at Level 4.
- develop and progress – at all three levels of study - across the intended range of cognitive, academic, practical, and transferable skills appropriate to both study on the programme and future employment, including higher order critical thinking skills.
- develop a proactive approach to change, a sensitivity to business issues and enterprise.
- Provide opportunity to develop and experience a variety of complementary approaches to learning and teaching

Integration between practice and theory is provided by:

- the opportunity to undertake a one-year business placement
- the core modules of BMGT1220 and BMGT2220 require students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will also be acquired through other modules, for example via exposure to visits and other inputs from practising managers, simulation of real-life scenarios via case studies or modelling.

Examples of innovative academic practice within the Business School include:

- Inclusion of digital content in several digital marketing, generation digital, and e-business modules
- Modules incorporating 'big data' and analytics concepts at Level 4 and Level 6.

The following strategic goals have been identified to shape the Business School's approach to learning and teaching:

1. Ensuring intellectually challenging modules which are integrated and have clear continuity across all levels
2. Incorporate coherent continuous assessment strategies with embedded formative and summative feedback approaches
3. Ensure key skills around research, employability and digital literacy are embedded into learning and teaching
4. To develop a sense of belonging and awareness among students through communication, towards shaping mind-sets and building a more cohesive culture.
5. To transform the approach to personal academic tutoring through tutor-led mentoring and an embedded structure within course design.

The learning and teaching methods employed in this course will provide students with a range of opportunities to develop the skills necessary to apply business theories and practice to a variety of situations. These can include tutor-led direct contact, university-

based teaching days, including such methods as structured lectures, interactive seminars, flipped lectures, group discussions and activities, co-operative learning, individual tutorials, real-world case studies, oral presentations, mock examinations, virtual simulations, hands-on experience working with spreadsheets and market leading business analysis software, computer-based tests, guest speaker inputs, work-based learning, work placements and self-directed research. The university Virtual Learning Environment provides a repository for materials and allows for online collaborative activities to take place. E-portfolios may also be used within modules as a form of ongoing learning or portfolio assessment

### **Inclusivity**

The learning and teaching strategies for individual modules have been undertaken in accordance with the [University's Curriculum Design Policy](#) and the teaching and assessments adopt inclusivity by design and approach, such as the use of accessible module materials, tools and online environments. There is constructive alignment between the learning outcomes, teaching and learning approaches and assessment. Research-informed teaching and Business School Employability Standards have been embedded within modules to meet the learning needs of a diverse range of learners.

**Internationalisation** is embedded in the curriculum and the programme also includes some modules with an international or global theme. Students study in a culturally diverse environment with peers and tutors from a range of cultural backgrounds. They are encouraged to participate in the exchange programme to study abroad at a partner university or an international work placement.

### **Research**

The importance of research in the curriculum is a strategic goal of Worcester Business School (WBS), and a variety of methods to enhance research into the curriculum are detailed:

- Research-informed teaching in enhancing students' learning experience is fully appreciated. Research-active tutors use their research within their disciplines and all tutors use research-inspired inquiry led learning, which keeps programmes of study current and relevant.
- Worcester Business School Employability Standard of Research and Problem-solving is covered by the majority of modules in the programme.
- A student-centred learning approach ensures that students learn through their own enquiry and the assessment strategy supports this through investigative, explorative and applied assessment tasks.
- Invitations to include eminent research-active guest speakers in modules is encouraged.

### **Accreditation**

The course is accredited by the Chartered Management Institute, which is the sector leading professional institution for managers.

### **Teaching**

Students are taught through a combination of interactive workshops, lectures, seminars, practical sessions, etc. to facilitate learning and skill development surrounding key digital marketing components. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures and are focused on developing subject specific skills and applied individual and group project work. As this is a 'digital-focused' programme, there will be a particular teaching focus, within each level of learning where modules are geared towards 'digital' components, regarding use of digital technologies which are drawn from the latest web-based platforms, digital apps/software and latest industry trends. In addition, guest

lectures and visiting speakers may be asked to deliver content based on their specific expertise.

In addition, meetings (both individual and group) with personal academic tutors are scheduled throughout the academic year. Some of these may be online and some may be face-to-face. There is an opportunity to undertake a year-long placement in the third year of the course, supervised by a work-based mentor and a university tutor.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

The themes of ethical and sustainable business practice are addressed throughout the curriculum. Students are encouraged to evaluate their own courses of action in relation to organisational ethical dilemmas and to consider the implications of ecological changes for business and communities, now and in the future, and responses to these changes. The use of the VLE to provide learning materials and student support promotes the paperless/low carbon learning processes, as do online submission and marking of assignments.

### **Contact time**

In a typical week students will have at least 12 contact hours of timetabled teaching (including lectures and seminars/workshops) which will mostly be face-to-face, with some elements of online delivery based on pedagogic needs of each module. At Level 6, if students choose a Research or Consultancy project, they will have guided supervision time (as opposed to contact time in the format of lectures/seminars) with a Project Supervisor.

Typically, class contact time will be a mix of lectures and seminars:

- Lectures: delivery of core concepts to a larger group of students
- Seminars: the opportunity to engage in group discussion of module concepts, to practise group facilitation, presentation, communication and listening skills, and for application of learning within practical activities such as applying digital tools within business contexts
- Guest lectures: Visiting speakers and opportunities to visit other settings are usually regular features of the course.

Typically, this is a mix of either a 1-hour lecture and a 2-hour seminar, or a 1.5-hour lecture, and a 1.5-hour seminar, or 2 x 1.5 hour combined lecture/seminar.

### **Independent self-study**

In addition to the contact time, full-time students are expected to undertake around 24 hours of personal self-study per week, plus additional preparation for assessments and examinations. Typically, this will involve meeting with individual tutors to discuss progress and feedback, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online. In addition to this, students will spend time sharing ideas with fellow students, taking part in extra-curricular learning activities and engaging with external employers.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources, as well as our network of employers and entrepreneurs.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience and business leaders and employers.

Teaching is informed by research and consultancy, and many of the lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy. Staff profiles can be viewed at the [WBS Staff Profile Page](#).

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include reports, practical artefact portfolios, reflective portfolios, exams, and presentations.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### **Year 1**

- 1 x 4000-word Reflective Portfolio
- 1 x 2500-word Report and 15min Group Poster Presentation
- 1 x 2hr Examination
- 1 x 2000-word Report and Practical [Digital] Artefact
- 1 x Practical Artefact and Group Project (Presentation and Poster)

#### **Year 2**

- 1 x 2000-word Reflective Portfolio and 2000-word written assignment
- 1 x 1000-word (equiv.) Individual Presentation and 3000-word Marketing Communications plan
- 1 x Portfolio with E-commerce artefact and written piece
- 1 x Portfolio with Social Commerce artefact and written piece
- 1 x 3000-Word Reflection and Report
- 1 x Presentation and Business Plan

#### **Year 3**

- 1 x 1500-word portfolio and social media campaign and 2500-word report
- 1 x 1500-word report, 7-minute presentation and creative portfolio
- 2 x 3000-word individual report
- 1 x Practical Portfolio [artefact]

## **14. Assessment strategy**

The assessment strategy has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. It has been designed to provide a variety of challenges appropriate to students on a multi-disciplinary academic undergraduate programme for Digital Marketing. This strategy is under continuous review via WBS quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

Modules include assessments which encourage the development of academic and employability skills, wider reading and research and advanced scholarship. Students will

also have the opportunity to undertake more 'practical' and 'digitally focused' assignments, relevant to the real world of employment, within some of the mandatory modules and depending on the nature of the subject disciplines for the optional module offering. Examples could include portfolios of artefacts, business plans, agency pitches, digital marketing and advertising campaigns, and organisational audits. A mixture of assignments is intentionally set to suit different learning styles, to maximise opportunities for all students to perform and develop skills relevant to their future academic or professional careers.

The assessment strategy has been designed so that:

- All modules have an appropriate balance of both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically, 15 credit/ one semester modules will have one assessment item; 30 credit/ two semester modules will have 2-3 assessments
- Across each individual year and cumulatively across all three years the concept of continuous assessment and/or building up expertise in different assessment types applies.
- There may be some specialisation by subject: e.g., exams are more common in Finance modules because the professional bodies prefer this method of assessment for exemption/ accreditation purposes and many of our modules, which share courses, are linked to those bodies to obtain such exemption/accreditation
- Several types of employability skills are embedded in all modules which are made up of the University's graduate attributes of social responsibility, reflective and resilient lifelong learning, problem solving, teamwork and effective communication and digital citizenship.
- Study and assessment at Level 4 is seen as being a formative process in preparation for Levels 5 and 6 when grades count towards the final degree classification. The majority of the assessment methods that are used at Levels 5 and 6 will be initially encountered by students at Level 4. As a student progresses through the levels, there is a stronger emphasis on critical synthesis and evaluation.
- Marking of student work is internally and externally verified. Typically work is anonymously marked, except where this is impracticable (e.g., oral presentations). Student work is graded according to the University's Generic Grade Descriptors Levels 4–6. Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive, timely and relevant feedback is an integral part of the assessment process.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the course handbook.

### **Feedback**

Constructive, timely and relevant feedback is an integral part of the assessment process. Students will receive feedback on practice assessments and on formal coursework assessments. Feedback on examination performance is available upon request from the module leader. Feedback on summative assessments is normally provided within 20 working days of hand-in. Feedback is intended to support learning by indicating how students can improve in future assignments. Students are encouraged to discuss it with personal academic tutors and module tutors as appropriate, to help support academic and personal development and enhance employability skills.

## 15. Programme structures and requirements

This course is available to both full-time and part-time students. Full time students also have the option to take a Placement year between Levels 5 and 6. The Award Map can be found in Appendix 1.

## 16. QAA and professional academic standards and quality

The academic standards for the programme have been set and are maintained in accordance the framework for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland. The Qualifications Framework describes the achievement represented by higher education qualifications. They apply to degrees, diplomas, certificates, and other academic awards granted by a higher education provider with degree awarding powers.

The QAA Subject Benchmark Statement - Business and Management 2019 articulates the knowledge, skills, and categories of achievement to be expected of successful honours graduates in the field. This has been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

This award is located at Level 6 of the [OfS sector recognised standards](#).

## 17. Support for students

The fundamental approach of Worcester Business School to student support is centred on the need to motivate and inspire our students. Given the nature of the subject material, the need for *active learning* is emphasised through the award.

Students are supported during in-class activities with verbal formative feedback on their progress during seminar activities. They are also supported on a one-to-one basis, as required, outside the classroom through individual tutorials. Tutors allocate timetabled office hours to support student learning.

### Student induction

Worcester Business School runs a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course, introduction to fellow students, introduction to UW support services, meetings with academic tutors, introduction to key ICT (Information and Communication Technology) and library resources, introduction to study skills, introduction to group activities.

Support is available beyond Induction Week to ensure that students receive appropriate support at the point of need through the WBS Academic Support Unit Hub and Personal Academic Tutoring.

### Personal Academic Tutoring

Each student has a nominated Personal Academic Tutor (PAT) to provide academic advice and guidance, personal development planning and pastoral support as appropriate throughout their programme of study. Key aspects of the role include:

- To support the academic development of their allocated tutees
- To act as the first point of call for any tutees experiencing issues or problems arising whilst at University
- To provide the official University reference for tutees
- To advise students on individual course options, module selection and academic planning
- To identify 'at-risk' students and implement intervention

- Improve graduate outcomes by focusing on students' ultimate career goal, providing information and guidance on graduate options (further study, employment, and entrepreneurship)
- To lead to increased student engagement, achievement, and attendance.
- Support students when choosing optional modules and provide guidance on linking modules with potential careers, as part of the scheduled 1-2-1 meeting structure during the module selection period each year.

The programme has been designed to give time to embedded PAT within BMGT1220 and BMGT2220.

In addition, to the above, the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:

- Handbooks are provided for the Course.
- Module outlines which include module code, module title, level, planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists.
- Learning and study guides, including bespoke guides for Work Placements and assessed projects.
- A Virtual Learning Environment to provide module-specific material, documents, activities, and networking, as well as more general announcements and updates.
- Course Leaders to advise on curriculum and other course-related issues.
- A Placements Coordinator who runs a programme of workshops and other support arrangements and activities to prepare students for the placement year and other work experience opportunities. Placement students will be further supported by a dedicated tutor during their placement experience.
- Student course representatives on Student Staff Liaison Committee to address course-wide issues.
- The University's [Disability & Dyslexia Service](#) provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. There is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software

There are also additional student support services available university wide. This support can be found within the following links:

- <https://www2.worc.ac.uk/firstpoint/>
- <https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
- <https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with central student support services including the Admissions Office, the Disability & Dyslexia Service, and the International Recruitment Team to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs including English and Maths (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Applicants with no formal qualifications may be considered for Mature Student Entry Routes.

The University welcomes applications from candidates holding qualifications outside the UCAS Tariff including those awarded by professional bodies and overseas qualifications, including the International and European Baccalaureate.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g., IELTS of 6.0 or higher or Pearson 59 or 51 or higher in each component). Please note that IELTS exams must be no more than two years old at the start of the course. Further details regarding minimum entry requirements can be found on the University [web site](#).

International students must hold a qualification equivalent to the UK standard entry requirements for undergraduate courses. International students can check their qualification with the International Recruitment Team at: [international@worc.ac.uk](mailto:international@worc.ac.uk)

### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (see page 1, Section 8 for course codes). Part-time applicants apply directly to University of Worcester (UW).

Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered, to ascertain a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

Please refer to the Admissions office or <https://www.worc.ac.uk/study/find-a-course/how-to-apply/home.aspx>

### **Admissions/selection criteria**

The process and criteria for making an offer of a place to applicants follows the standard procedures as outlined in the University admissions policy [Admissions Policy](#). Offers are normally made on the basis of the details provided in the UCAS application showing applicants have sufficient academic qualifications and enthusiasm for the subject, to engage with the course. In most cases, these requirements will be met by the applicant's personal statement and academic grades. Should the Business School need clarification or further information, the student will be invited to a meeting to discuss.

**19. Regulation of assessment**  
**The course operates under the University's Taught Courses Regulatory Framework**

**Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

**Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

**Retrieval of failure**

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

**Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

**Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
Certificate of Higher Education Cert HE Digital Marketing	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.

Diploma of Higher Education DipHE Digital Marketing	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and 2 x 30 credit mandatory modules for Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

The degree prepares students for a range of interesting and challenging careers in the public, private and voluntary sectors, both in the UK and overseas. Employment may initially be as a market researcher in a large organisation or a social media manager in a smaller organisation, before moving on to more senior management positions. Alternatively, students may decide to establish their own business.

Some organisations that Worcester Business School graduates have worked for include such prestigious firms as:

- Amazon UK
- Cisco Systems
- DHL
- Enterprise
- HSBC

- Mazda
- Sainsburys
- Vodaphone

### **Student employability**

Full-time students have the opportunity to take a 4-year sandwich degree with a UK or international placement year, normally in the third year of the programme. Students can apply for opportunities in the UK at a large number of well-known organisations across a wide range of industry sectors who offer placements annually, including IBM, Marks and Spencer, the NHS, J P Morgan, Kraft, Worcester Bosch, Waitrose, Xerox, PWC and many others.

Short-term work placement and job opportunities are also advertised via Worcester Business School's intranet for existing students.

Career guidance – A range of opportunities are provided to enhance students' employment. Students will benefit from the close links that have been developed with local and national employers. Further careers guidance is available through the University of Worcester Career Advisory Service and periodic Career Fairs are organised by Student Services.

Strategies used to embed employability into the curriculum and enhance graduate employability within a complex global world include:

- the option of a paid placement year
- the targeting of selected Employability Standards in every module (designed by Worcester Business School in conjunction with employers)
- access to a broad network of business managers and employers
- employment preparation workshops which include CV preparation, mock interviews/ assessment centres and meetings with employers
- opportunities to engage in work-based learning modules

### **Links with employers**

- Worcester Business School aims to promote closer links with employers through the work of its Business and Professional Development Team and is supported by its Employers' Advisory Group, which meets on a regular basis.
- The Business School works closely with a number of professional organisations including the Chartered Institute of Management, Institute of Commercial Management, Chartered Institute of Marketing, Chartered Institute of Personnel and Development, Chartered Institute of Public Relations, Institute of Financial Accountants, Chartered Institute of Payroll Professionals, and British Computer Society.
- The Business School has worked with a number of business clients in developing and delivering its programmes including the NHS, local government, police constabularies, the Ministry of Defence, Royal Air Force, the Prison Service, Royal Mail, financial services, housing associations and many other local organisations and businesses.
- The Business School has well-developed working relations with the local business community many of whom contribute to undergraduate programmes to give a real-world insight into the future world of work.
- These professional and business networks also involve external events, many of which are open to students, as well as employers.
- The Business School liaises with external agencies, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to

achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g., course handbooks, module outlines and module specifications.

## Award map template for: BA Digital Marketing Single Honours at Levels 4, 5 and 6

Table 6 heading for BA (Hons) Digital Marketing

<b>Course Title: BA (Hons) Digital Marketing</b>
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### Level 4

Table 7 award map for level 4 BA (Hons) Digital Marketing

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
BMGT1220	Unlocking Individual Potential	30	M
BMGT1002	Generation Digital	30	M
BMGT1000	Customer Insight & Marketing	30	M
BMGT1111	Financial Management	15	M
BMGT1001	Data Driven Decisions	15	O
CODExxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15	O

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL), Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

## Level 5

Table 8 award map for level 5 BA (Hons) Digital Marketing

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
BMGT2220	Unlocking Organisational Potential	30	M	BMGT1220
BMGT2000	Integrated Marketing Communications	30	M	NONE
BMGT2300	Digital Content Systems and Ecommerce	15	M	NONE
BMGT2301	Social Commerce	15	M	NONE
BMGT2400	Consultancy & Research Methods	30	O	NONE
BMGT2223	Responsible Business	30	O	NONE
BMGT2002	Market Insight	15	O	NONE
BMGT2010	Essential PR	15	O	NONE
BMGT2320	Cultivating the Entrepreneur Mind-set	15	O	NONE
BMGT2001	Life-style Marketing	15	O	NONE
BMGT2011	PR and Campaigning	15	O	NONE
BMGT2200	Managing Successful Projects	15	O	NONE
BMGT2321	New Venture Formation	15	O	NONE

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules which can be made up of one 30 credit module or 2 x 15 credits modules

### Optional Work Placement or Year Abroad

Single Honours students may take an optional work placement or third year abroad year between Levels 5 and 6.

Table 9 work placement options for level 6 BA (Hons) *Digital Marketing*

Work Placement Option					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code in brackets indicates earlier modules, which would be accepted as alternative pre-requisites)	Exclusions
BMGT3404	Work Placement	NA	O	None	WORC3000 BMGT3405 BUSM3000
BMGT3405	Overseas Work Placement	NA	O	None	WORC3000 BMGT3404 BUSM3000
WORC3000	Third Year Abroad	NA	O	None	BMGT3404 BMGT3405 BUSM3000

**Please Note:** Students on Tier 4 visas must ensure that they remain compliant with UKVI regulations on attendance and engagement if they take up an opportunity to study abroad. They should also be aware that taking up such an opportunity may compromise their immigration status in the UK so should take advice from the International Student Advisor before applying.

## Level 6

Table 10 award map for level 6 BA (Hons) Digital Marketing

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
BMGT3000	Digital & Social Media Marketing	30	M	NONE
BMGT3020	Advertising and Digital Communications	30	M	NONE
BMGT3003	Customer Relationship Management	15	M	NONE
BMGT3400	Research Project	30	O	BMGT2400
BMGT3401	Consultancy Project	30	O	BMGT2400
BMGT3200	International Business Strategy	30	O	NONE
BMGT3001	Brand Management	15	O	BMGT2002
BMGT3201	The Dark Side of Management	15	O	NONE
BMGT3002	International Marketing	15	O	NONE
BMGT3300	Digital Business	15	O	NONE
BMGT3310	The Next Big Thing	15	O	NONE

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and optional modules which can be made up of one 30 credit module or 2 x 15 credits modules