



<b>A. Course Information</b>																							
<b>Final award title(s)</b>	BSc (Hons) Digital Marketing (Apprenticeship) Digital Marketer Degree Apprenticeship Certificate issued by the IFA (the Institute for Apprenticeships)																						
<b>Intermediate exit award title(s)</b>	Certificate of Higher Education (CertHE) Digital Marketing Diploma of Higher Education (DipHE) Digital Marketing  NB: these are standalone awards and do not contribute to the apprenticeship Standard.																						
<b>UCAS Code</b>		<b>Course Code(s)</b>	5690																				
	London South Bank University																						
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																						
<b>Division</b>	MMP																						
<b>Course Director</b>	Dr Katrin Franke																						
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																						
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																						
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>3 years (integrated degree, meaning this course includes the EPA)</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time				Full time with placement/ sandwich year				Part time	3 years (integrated degree, meaning this course includes the EPA)	September	August	Part time with Placement/ sandwich year			
Mode	Length years	Start - month	Finish - month																				
Full time																							
Full time with placement/ sandwich year																							
Part time	3 years (integrated degree, meaning this course includes the EPA)	September	August																				
Part time with Placement/ sandwich year																							
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire  No																						
<b>Approval dates:</b>	Course(s) validated / Subject to validation	6 <sup>th</sup> December 2018																					
	Course specification last updated and signed off	23/09/2021																					

Professional, Statutory & Regulatory Body accreditation	The Chartered Institute of Marketing (CIM)	
Reference points:	Internal	<ul style="list-style-type: none"> <li>• Corporate Strategy 2020-2025</li> <li>• Academic Quality and Enhancement Website</li> <li>• School Strategy</li> <li>• LSBU Academic Regulations</li> </ul>
	External	<ul style="list-style-type: none"> <li>• QAA Quality Code for Higher Education 2018</li> <li>• Framework for Higher Education Qualifications</li> <li>• Subject Benchmark Statements (Dated)</li> <li>• PSRB</li> <li>• Competitions and Markets Authority</li> <li>• SEEC Level Descriptors 2021</li> <li>• <a href="#">Digital Marketer Degree Apprenticeship Standard and assessment plan</a></li> </ul>

### B. Course Aims and Features

Distinctive features of course	<ul style="list-style-type: none"> <li>- The course provides the core foundation in the marketing discipline together with specialism that responds to the changing environment for marketing and digital marketing.</li> <li>- The course is developed and designed by employer trailblazers (from the IFA) and comprises of a wide range of core modules that cover many of the current and relevant aspects of the digital marketing industry.</li> <li>- Applied, contemporary teaching and learning based on research-led teaching content.</li> <li>- It offers a high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline.</li> <li>- Experiential learning through a variety of real-time live case studies and work focused learning to enhance employability in a competitive field through the application of knowledge in a workplace context.</li> <li>- The degree offers the opportunity to develop social capital via a strong network of professional bodies, industry specialists, alumni and employer partners. On the Digital Marketer Apprenticeship pathway, we work several multinational, international and local firms of all sizes.</li> <li>- The course is an integrated part time degree that runs in three trimesters and has a total length of 3 years.</li> <li>- Students studying this course have the opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing to apply market-driven marketing.</li> <li>- LSBU offers state of the art resources and learning facilities that are reserved for its apprentices only, and they are located in the heart of one of the most vibrant and diverse capital cities in the world.</li> <li>- This course is based on the successful marketing programmes LSBU offers since 1998. The marketing courses at LSBU are highly ranked:</li> </ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>○ 2<sup>nd</sup> for graduate prospects amongst London competitors (Complete University Guide 2020),</li> <li>○ 1<sup>st</sup> for graduate prospects amongst London Modern Competitors (out of 9; Complete University Guide 2020)</li> <li>○ NSS 2019: 1<sup>st</sup> for Students' Union amongst UK competitors (out of 91); 13<sup>th</sup> for Learning Resources amongst UK competitors (out of 91) and 2<sup>nd</sup> for Learning Resources amongst London competitors (out of 13).</li> </ul> <ul style="list-style-type: none"> <li>- The course gives apprentices access to personal development coaching.</li> <li>- The course offers clear progression routes to professional qualifications or postgraduate study.</li> <li>- Individual intrapreneurial activity is encouraged and supported throughout the course and integrated within many of the taught modules and their activities.</li> <li>- Accreditation with the Chartered Institute of Marketing through taught modules.</li> </ul>
<b>Course Aims</b>	<p>The BSc (Hons) Digital Marketing aims to:</p> <ol style="list-style-type: none"> <li>1. Develop academically confident graduates equipped for a variety of future careers within the area of digital marketing through the provision of a supportive learning environment that nurtures an understanding of marketing theory and practice.</li> <li>2. Develop the capacity for independent thought, critical reflection, analytical and problem-solving skills, entrepreneurial spirit, academic curiosity, creativity, and strategic and ethical decision making in a broadly global commercial context.</li> <li>3. Enhance student employability in a competitive job market through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing explicit career support and making available opportunities for placements, internships, volunteering and networking.</li> <li>4. Deliver a future-fit curriculum, flexible and responsive to the emerging needs of the profession by involving the IFA employer trailblazers.</li> <li>5. Optimise articulation with professional bodies providing pathways to, or development of, a successful career development within a chosen marketing profession or specialism.</li> </ol>
<b>Course Learning Outcomes</b>	<p><i>Upon successful completion of this course students should be able to:</i></p> <p>L1: appreciate, evaluate and apply concepts, theories and practices in consumer relationships, buyer behaviour, the impact of marketing interventions on stakeholders as well as tactical and strategic analysis relevant to marketing across B2B and B2C in both service and goods situations in digital and dynamic economies.</p> <p>L2: critically analyse complex digital marketing issues and apply theoretical expertise to solve contemporary issues in digital marketing necessary to support evidence-based strategic decision-making and problem solving.</p>

L3: develop and apply appropriate quantitative skills to manipulate data, evaluate, estimate and model marketing problems, functions and phenomena.

L4: gather, analyse, synthesise, interpret and present complex market and marketing information in a way that is coherent and in accordance with accepted professional and academic practice utilising traditional and digital technologies.

### C. Teaching and Learning Strategy

#### Lectures, seminars and workshops:

Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support amongst our diverse student body.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and practitioner-driven live cases to develop critical evaluation of relevant information and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical argument. At Level 4 in particular, support is given to basic cognitive skills development and student research practice via the **Management & Organisations** module. Research skills are further developed at Levels 5 via coursework application and extensively through live case study analyses at Levels 5 and 6 and **The Applied Digital Marketing Project** at Level 6.

The key practical skills are embedded in module delivery and built throughout each level demonstrating progressive development. There is a series of workshops at Level 4 developing enterprise awareness and the entrepreneurial mind-set. As students move through the programme their ability to evaluate and synthesise information, and their problem-solving skills are developed through their application to rather more complex case study problems through which independence of thought and practice are developed.

Methods are to be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across all levels. Spread sheet, planning and problem-solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data, and emphasis is placed at all levels on the presentation and communication of data with a storyline.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

#### Self-managed independent learning:

Self-managed learning activities to supplement and consolidate classroom-based activity constitutes about 70% of the study hours, and these include: reading recommended texts and relevant journal articles, application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.

#### Self-managed learning:

The self-managed learning activities supplement in-class learning and include the reading and critique of academic journals and especially at Level 6 their application to problem-based exercises and peer debate. Links to core journals will be available via the VLE to encourage debate and discussion of key issues. Engagement with coursework and examination preparation are also key strategies to develop these skills.

#### **Learning support:**

LSBU's well-stocked library provides a range of study environments for individual and group/social learning, course materials, online information resources as well as library staff who are dedicated to the School of Business to provide support for effective researching.

Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides bookable group rooms and laptop computers for loan. Part-time students receive additional support from the library. Current students can find more information on <https://my.lsbu.ac.uk>.

#### **Teaching staff:**

A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real-world research which they use to inform their teaching. Please refer to the appendices of the Resources Document for staff CVs.

#### **Virtual learning environment:**

Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

#### **Research and enterprise:**

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students, which will help develop and demonstrate skills in innovation, creativity, and enterprise initially in the following areas:

- *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
- *Links with societies*, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
- *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
- *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

#### **Integrated degrees and the End-Point-Assessment (EPA):**

This course is an integrated degree apprenticeship with the [Reference No. ST0481](#), meaning the End-Point-Assessment (EPA) is integrated into the course assessment structure following the suggested EPA Assessment Plan (please follow the above web link).

The work-based *The Applied Digital Marketing Project* is a prescribed gateway for the apprenticeship End-Point-Assessment (EPA). In other words, this work-based research project forms the basis for the report & presentation (CW2) and interview (CW3) which constitute the EPA. The two components of the EPA follow the suggested assessment plan of the Digital Marketer Integrated Degree with the [Reference No. ST0481](#) as can be

seen in the below Sections G and H and Appendix D. LSBU has as of March 2019 been approved as registered End Point Assessor. Please see the proof of registration in Appendix D.

#### **D. Assessment**

Progression on the programme will be in accordance with normal LSBU academic regulations. Assessment will take two main forms - formative and summative as detailed below.

##### **Formative:**

Formative assessment does not carry a mark that counts towards passing or failing the module. Each formative assessment links to a piece summative assessment and provide opportunity for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

Formative assessment enables early and useful feedback to students prior to summative assessment. Feedback is provided in a number of ways including formal and informal approaches. Classroom activities and outcomes within seminars and workshops provide useful informal discursive responses to students. Students also receive feedback to formative assessments such as presentations that prepare for written work. Formative assessment examples include in-class testing with peer marking and feedback, in-class debate and discussion, case studies, practical exercises, simulations, presentations, online quizzes, and many more.

##### **Summative:**

Summative assessment activities measure the extent to which learning outcomes have been met and therefore are marked by the module tutors. Some modules make use of group work based on case study and this is used to assess team working, leadership, communication and reflective skills.

The summative coursework assignments used are diverse and set within a wider business context, often contextualised in “live” cases. Examples of the range of assessment types are structured answer tests, digital marketing plans and reflective portfolios (at Level 4), campaign reports, portfolios, databased storytelling, business reports, storyboards, multi-media presentations and academic essays (at Levels 5 - 6). Group work (at Levels 4 - 6), and individual assignments (at Levels 4 - 5) include exhibitions, debates, client briefings & other types of presentation.

Research skills are primarily assessed via coursework. As students progress through the course, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, refine intellectual skills, seek out and synthesise more widely diverse sources of information and approach their work in a more evaluative manner. Many IT skills are necessary to produce the required written or presented coursework, and interpersonal skills are often needed to “sell” ideas, recommendations and evidence-based solutions.

Group work based on projects and case studies is used to assess team working, leadership, communication and reflective skills. Written communication is developed through report writing in various business genres. Verbal communication skills are developed through presentations at every level. Numeracy skills are assessed in modules at all levels throughout the degree.

If an apprentice has failed two or more modules from the same semester within the trimester period, they cannot progress and are required to repeat the year.

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course.

### F. Entry Requirements

Under UK Government rules, candidates must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). Candidates cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the student.

All candidates must be employed in a role related to the subject matter of the academic award of the apprenticeship and be sponsored by their employer.

Apprenticeship applicants will have:

- A Level BCC worth 104 UCAS points or:
- BTEC National Diploma DMM worth 112 UCAS points or:
- Access to HE qualifications with 9 Distinctions and 36 Merits or:
- Equivalent Level 3 qualifications worth 112 UCAS points

Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).

We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

Applications can only be made through the sponsoring employer. The university will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme. Accreditation of relevant experiential learning will be considered on a case-by-case basis. Typically, candidates will be invited for an interview to explore the nature of their apprenticeship, their existing skills, knowledge and behaviours and their individual learning plan (ILP).

### G. Course structure(s)

#### Course overview

The course is structured around 360 credit points. At each level all students study for 120 credits.

The course offers the award name of BSc (Hons) Digital Marketing; a Digital Marketer Degree Apprenticeship Certificate will be issued by the IFA (the Institute for Apprenticeships) upon completion of this course too. This course is an integrated degree apprenticeship with the [Reference No. ST0481](#), meaning the End-Point-Assessment (EPA) is integrated into the course assessment structure of the course following the suggested EPA Assessment Plan (please follow the above web link).

The course consists of 17 modules; all core modules, no option modules. 16 of the 17 modules carry a 20-credit value each; the final year digital marketing project module is worth 40 credit points.

The degree follows a three-year part-time course over three trimesters. The course structure showing the modules and the nature and weighting of their assessment is as shown below.

The semester of delivery of all modules may change in the future due to timetabling and resourcing requirements.

#### Alignment with the United Nations Sustainable Development Goals

The Sustainable Development Goals (SDGs) were proclaimed by the United Nations General Assembly in 2015. The seventeen goals (to be found here <https://sustainabledevelopment.un.org/?menu=1300>) aim to increase awareness of, and encourage actions around, the need to end poverty, to build robust economies, improve access to education and health, encourage social mobility, and provide decent work. Crucially, the goals seek to realise these ambitions whilst also tackling climate change and environmental protection.

The goals act as a call to all stakeholders, whether they be economic, educational, social or political stakeholders, to engage in these debates and respond with affirmative and proactive responses. LSBU as educator and provider of the **BSc (Hons) Digital Marketing** has integrated and embedded many of the key goals. For example, in their first year of study (at Level 4), apprentices will engage in debates around the UN goals on gender equality, health & wellbeing, and decent work/economic growth in the modules **Management & Organisations** and **Finance and the Economy**. In addition, the module **Principles of Marketing** includes coverage of the UN goal on Responsible Production and Consumption. At Level 5, the module **Understanding the Consumer** goes into more depths on these matters, while the UN goal on Peace, Justice and Strong Institutions will be discussed within the module **Media Relations**.

At Level 6, the UN goal on Sustainable Cities and Communities (which is of particular importance for LSBU) gains traction with the module **Strategic Market Channels**; whilst the goal on Quality Education (which includes aspirations towards personal career development) is met within the module **Contemporary Issues in Digital Marketing**, which develops key personal, social and technical skills, and a focus on continuous professional development.



5690 BSc (Hons) Digital Marketing – **Part time**

	Semester 1		Semester 2		Semester 3	
<b>Year 1 (Level 4)</b>	Principles of Marketing	20	Data for Decision Making	20	Finance & the Economy	20
	The LSBU Discovery Project	20	Marketing in a Digital World	20	Management & Organisations	20
<b>Year 2 (Level 5)</b>	Integrated Contemporary Communications	20	Market Research & Digital Analytics	20	Creative Advertising & Media Planning	20
	Understanding the Consumer	20	Managing the Customer Experience	20	Media Relations	20
<b>Year 3 (Level 6)</b>	Managing Products & Brands	20	Marketing & Digital Strategy & Planning	20	Contemporary Issues in Digital Marketing	20
	Strategic Market Channels	20	The Applied Digital Marketing Project (including the EPA)			40

## Placements information

Not applicable

## H. Course Modules

At each level students study for 120 credits. There are no option modules on this programme. The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

All digital marketer apprenticeship students are required to undertake a 40-credit final year The Applied Digital Marketing Project at Level 6. The project is a distinctive feature of the BSc (Hons) Digital Marketing degree apprenticeship programme. It allows the students to develop expertise in a specific work-based area of digital marketing. It gives students the opportunity to manage their own learning under the guidance of a supervisor and to designing and manage a complex research project.

The work-based research draws on the marketing learning undertaken on the degree up to that point combines an academic investigation which makes a contribution to theoretical knowledge in marketing with recommendations which form a practical response to a work-based marketing issue or opportunity thus contextualising theory to practice (praxis).

The work-based digital marketing project is a prescribed gateway for the apprenticeship End Point Assessment (EPA). In other words, this work-based research project forms the basis for the report & presentation (CW2) and interview (CW3) which constitute the EPA. The two components of the EPA follow the suggested assessment plan of the Digital Marketer Integrated Degree with the [Reference No. ST0481](#).

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBA	Principles of Marketing	4	1	20	Coursework
TBA	The LSBU Discovery Project	4	1	20	Coursework
TBA	Data for Decision Making	4	2	20	Coursework
TBA	Marketing in a Digital World	4	2	20	Coursework
TBA	Finance & the Economy	4	3	20	Coursework
TBA	Management & Organisations	4	3	20	Coursework
TBA	Integrated Contemporary Communications	5	1	20	Coursework
TBA	Understanding the Consumer	5	1	20	Coursework
TBA	Market Research & Digital Analytics	5	2	20	Coursework
TBA	Managing the Customer Experience	5	2	20	Coursework
TBA	Creative Advertising & Media Planning	5	3	20	Coursework
TBA	Media Relations	5	3	20	Coursework
TBA	Managing Products & Brands	6	1	20	Coursework
TBA	Strategic Market Channels	6	1	20	Coursework
TBA	Marketing & Digital Strategy & Planning	6	2	20	Coursework
TBA	Contemporary Issues in Digital Marketing	6	3	20	Coursework
TBA	The Applied Digital Marketing Project (including the EPA)	6	2 & 3	40	Coursework (including EPA)

## I. Timetable information

It is anticipated that the course will be delivered over one day per week, however, this is subject to change if change is required to enhance student's experience.

A provisional timetable will be provided as part of the contracting process with the apprentice and their employer. Students can expect to receive a confirmed timetable during induction (Welcome Week), and will be kept informed of any changes.

Outside of the standard delivery students are expected to engage in extracurricular activity and private study.

## J. Costs and financial support

### Course related costs

On completion, the apprentice will be eligible to apply for professional registration at associate grade for:

- the Chartered Institute of Marketing,
- the Institute of Direct & Digital Marketing,
- and the BCS, The Chartered Institute for IT.

These bodies will also recognise this apprenticeship for entry onto the register of IT technicians confirming SFIA level 3 professional competence. More information can be found by clicking on the following link -

<https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-marketer-integrated-degree>

- There is an additional fee for the IDM certificate exam.
- Further accreditation – including the Chartered Institute of Public Relations and the Institute of Leadership and Management (ILM) may also be available.

### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- Funding
  - o Apprentices fall into the category of “Employer Sponsored Students”. That is, the apprentice does not contribute toward the cost of study. The cost of the apprenticeship is fully paid by the employer (sometimes part funded by the government) through apprenticeship levy (a pot of money some companies pay into, which all businesses have access to spend on the training costs of apprenticeships).
  - o Companies fall into two categories: levy-payers (who pay into the pot) and non-levy payers (who do not). More information on levy and funding can be found by clicking the following links- <https://www.gov.uk/government/publications/apprenticeship-funding-bands> and <https://www.lsbu.ac.uk/business/apprenticeships/levy-and-funding> and <https://www.lsbu.ac.uk/study/undergraduate/fees-and-funding#apprentices>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Mapping of the module learning outcomes against the Digital Marketer Degree Apprenticeship Standard
- Appendix D: Summary of the End-Point-Assessment (EPA)
- Appendix E: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed (d), taught (t) and assessed (a) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course Learning Outcomes			
Level	Title	Code	L1	L2	L3	L4
4	Principles of Marketing	TBA	ta			
4	Marketing in a Digital World	TBA	tda	d	t	t
5	Integrated Contemporary Communications	TBA	tda	tda	tda	tda X
5	Understanding the Consumer	TBA	tda	da		d
5	Market Research & Digital Analytics	TBA	tda	tda	d	tda
5	Managing the Customer Experience	TBA	tda	da	d	da
5	Creative Advertising & Media Planning	TBA	tda	tda	tda	da
5	Media Relations	TBA	tda	tda	tda	d
6	Managing Products & Brands	TBA	tda	d		da
6	Strategic Market Channels	TBA	tda			d
6	Marketing & Digital Strategy & Planning	TBA	tda	tda	d	tda
6	Contemporary Issues in Digital Marketing	TBA	tda	tda	tda	tda
6	The Applied Digital Marketing Project (including the EPA)	TBA	tda	tda	da	tda

## Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as 2<sup>nd</sup> for graduate prospects in Marketing in London (Complete University Guide 2020) and joint 2<sup>nd</sup> for career prospects amongst London Universities (Guardian University League Tables 2020) and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at Level 4.</p>	<p>This course is mapped to the <i>Digital Marketer Degree Apprenticeship Standard</i>. The standard was developed by an employer Trailblazer group that included membership of the <b>Chartered Institute of Marketing</b>.</p> <p>A number of stakeholders were consulted prior to the re-validation process. These stakeholders included:</p> <ul style="list-style-type: none"> <li>• Marketing professionals &amp; employers</li> <li>• Professional body (Chartered Institute of Marketing)</li> <li>• Current Level 5 students</li> <li>• External examiners</li> </ul> <p>London South Bank University is a long-standing accredited graduate gateway with the Chartered Institute of Marketing (CIM), and works closely together with this leading professional body to provide opportunities for our students and graduates. The programme has been designed in consultation with the CIM quality department so that the LSBU accreditation can be retained. The CIM accreditation team have asked that the courses be validated and then passed to them for final approval.</p> <p>The support of the BA Marketing suite alumni and external speakers is embedded in the course, in particular at Level 4 in <i>Marketing in a Digital World</i> and Level 5 where the modules focus on marketing roles and the use of guest speakers is prioritised. Level 6 offers</p>

		professional links to the students with the use of live case studies especially for <i>Marketing &amp; Digital Strategy &amp; Planning</i> .
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at Level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other Level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>At Level 4 the <i>Management &amp; Organisations</i> module includes continuous coaching sessions which provide a space for personal reflection with a specific focus on transition to University and planning for the student journey. The module covers also managerial structures, leadership and the operational side of business management.</p> <p>The Level 4 module <i>The LSBU Discovery Project</i> exposes the learners to key employability skills such as analytical thinking and reflective writing while the <i>Data for Decision Making</i> module introduces students to data and data analysis in a number of business contexts. Analytical thinking is hereby encouraged by emphasising the importance of evaluating past performance in order to plan for appropriate future strategies.</p> <p>Both skills are further developed in Level 5 modules.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at Level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at Level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>At Level 4, one module provides for group-based learning as part of the summative assessments: <i>The LSBU Discovery Project</i>.</p> <p>On Level 5, four of the six modules provide for group-based learning as part of their formative assessments, and those are <i>Integrated Contemporary Communications, Creative Advertising &amp; Media Planning, Media Relations</i> including debates and the construction of blogs.</p> <p>On Level 6, four of the five modules provide opportunities for group-based learning as part of their formative assessments, and those are <i>Managing Products &amp; Brands, Contemporary Issues in Digital</i></p>

		<i>Marketing, Strategic Market Channels and Marketing &amp; Digital Strategy &amp; Planning.</i>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	All apprentices undergo an initial assessment that informs their individual learning plan. Where needs are identified at this stage appropriate referral to student support services will be made. Course materials will be provided as appropriate to any such needs to support inclusive teaching and learning.
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at Level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<p>Formative feedback is used to conduct in-process evaluations of student comprehension, learning needs, and academic progress. Formative assessment and feedback is embedded across all levels of the course as set out in the learning and assessment strategy.</p> <p>All modules at level 4 have various methods of formative assessment embedded into the modules. This is frequently used to check students' progress and understanding of a subject.</p> <p>In many instances, feedback is provided immediately within seminars. Students have the opportunity to then use the feedback to feed into summative assessment.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at Level 6, courses should provide</p>	<p>The nature of dynamic markets and digital marketing places research, data, analysis and the presentation of evidence-based outcomes at the centre of learning requires students to gather and analyse data and metrics to form reasoned arguments relating to marketing issues. These experiences are specifically included at Level 4 in <i>Marketing in a Digital World</i> and <i>The LSBU Discovery Project</i>, at Level</p>



	<p>opportunities for students to develop research skills at Levels 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>5 in <i>Market Research &amp; Digital Analytics</i> and <i>Creative Media &amp; Planning</i> which includes a research project involving application of metrics as well as synthesising and presenting data from a range of sources in order to develop insight in the context of a decision problem, and at Level 6 – <i>Marketing &amp; Digital Strategy &amp; Planning</i>, <i>Contemporary Issues in Digital Marketing</i> and <i>The Applied Digital Marketing Project</i>.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>Where possible assessment should always be based on work related and ‘live case’ projects.</p> <p>At Levels 5 and 6 <i>Integrated Contemporary Communications</i> and <i>Managing Products &amp; Brands</i> are built around a series of guest speakers, <i>Market Research &amp; Digital Analytics</i> and <i>Marketing &amp; Digital Strategy &amp; Planning</i> aim to apply situational and experiential learning through live briefs and/authentic learning by using real-world client datasets and information to develop research, analysis and enquiry skills. On Level 6, <i>The Applied Digital Marketing Project</i> allows for work-based learning in an academic environment. All of this is specifically intended to support the achievement of the apprenticeship standard including the End Point Assessment.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and</p>	<p>Students are encouraged to bring their own workplace experiences into the classroom to support their own and the learning of their cohort. The range of learning methods, examples, class-work and assessment take account of the range of student experiences and backgrounds.</p> <p>All of our modules are delivered with a commitment to the inclusive curriculum.</p>

	<p>their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>All case studies, images and resources are drawn upon to reflect the diversity of our cohort.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>          Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>This Digital Marketer Degree Apprenticeship programme is based on and mapped to the apprenticeship standard for Digital Marketers with the <a href="#">Reference No. ST0481</a>, which has been developed by employer trailblazers.</p> <p>Work-based learning is a fundamental requirement for degree apprenticeship. Where possible assessment should always be based on work related and 'live case' projects. This is especially the case in many of the modules on Levels 5 and 6.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>          The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>A wide range of different assessments and modules provide for the appropriate business and marketing focused presentation of work. Writing relating to marketing as a discipline is embedded throughout the programme and builds from Level 4 upwards.</p> <p>Students develop their understanding of business report writing, developing client briefs, presenting information in number and cart format and business communications more generally. Many of the modules are assessed via presentation and pitching which are essential skills for the business professional. For example, on Level 5 a digital marketing plan (<b><i>Marketing in a Digital World</i></b>), integrated communication plans (<b><i>Integrated Contemporary Communications</i></b>), customer service and experience audit reports (<b><i>Managing the Customer Experience</i></b>), data analysis case books and strategy and creative briefs (<b><i>Creative Media &amp; Planning</i></b>), story boards including visualisations in <i>tableau</i><sup>®</sup> (<b><i>Market Research &amp; Digital Analytics</i></b>) and campaign plans (<b><i>Media Relations</i></b>).</p>

		On Level 6, alternative assessment formats include product and brand creation reports ( <i>Managing Products &amp; Brands</i> ), a plan and storyboard for a multi-media presentation and the very multi-media presentation ( <i>Contemporary Issues in Digital Marketing</i> ) and a full marketing plan ( <i>Marketing &amp; Digital Strategy &amp; Planning</i> ).
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at Level 4, at Level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>Group learning is embedded throughout the course (e.g. in <i>The LSBU Discovery Project</i> and <i>Marketing in a Digital World</i> at Level 4).</p> <p>Furthermore, the range of employers on any programme provides for subject-specific learning across a range of sectors.</p>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>The assessment strategy sets out the range of different approaches which provide an opportunity for students to demonstrate their learning.</p> <p>The course entry requirements while specifying particular levels also allows for accreditation of prior learning. Where necessary, applicants will be invited for interviews to individually assess their suitability for the course based on their prior learning and working experiences. Modules are assessed using a wide variety of assessment methods including:</p> <ul style="list-style-type: none"> <li>● Group work</li> <li>● Individual work</li> <li>● Presentations</li> <li>● Blogs</li> <li>● Academic essays</li> </ul>

		<ul style="list-style-type: none"> <li>• Business reports</li> <li>• Reflective pieces</li> <li>• Spreadsheets</li> <li>• Pitching</li> <li>• Academic posters</li> <li>• In-class tests</li> </ul> <p>A variety of assessments are used across the curriculum to provide all students with the opportunity to demonstrate their strengths and to demonstrate their achievement of the learning outcomes. A number of assessments are built around case studies or live briefs.</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>Career management skills are specifically taught at Level 4 in <b>Management &amp; Organisations</b> and <b>The LSBU Discovery Project</b> modules.</p> <p>Overall, the course has been mapped to the degree apprenticeship standard for Digital Marketers with the <a href="#">Reference No. ST0481</a>, which has been developed by employers.</p> <p>The School runs a series of extracurricular events and workshops with employers and industry professional `including regular Marketing Club CIM events and an annual Learning Community event.</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<p><b>The Applied Digital Marketing Project</b> is a work-based assessment that incorporates the End-Point-Assessment (EPA). The dissertation and the two pieces of EPA are directly linked to the apprentices' workplace, go along with the apprenticeship End-Point-Assessment standard plan and will be developed with the agreement of the employer. The dissertation part pulls together all prior learning while the EPA consists of reflecting and career-building elements.</p>

## Appendix C: Mapping of the module learning outcomes against the Digital Marketer Degree Apprenticeship Standard

The following mapping matches the principle modules and learning outcomes forming the BSc (Hons) Digital Marketing degree against the criteria for the Digital Marketer Degree Apprenticeship Standard. The first table lists each module and their respective learning outcomes; per module each learning outcome carries a unique label (i.e. L1, L2, etc.). Using this, the second table then maps each module's learning outcomes against the Digital Marketer Degree Apprenticeship Standard. Indicated are the form of assessment by which the learning outcomes will be measured.

The mapping is not exhaustive, in particular some elements are of the standard, particularly behaviours such as teamwork, communication and active listening are embedded across the course as part of the overall learning and teaching strategy.

List of modules and their respective learning outcomes		
Level	Module Name	Learning Objectives <i>On completion of this module a student will be able to:</i>
4	Data for Decision Making	L1: summarise numerical data in a variety of graphical forms; L2: differentiate between the various analytical techniques for solving business problems; L3: illustrate the importance of stating assumptions; L4: manipulate data using Excel; L5: interpret data in order to develop and test claims.
4	Management and Organisations	L1: describe and explain the different approaches to organisation and management within the context of the external business environment. L2: apply the key principles of organisational behaviour in the areas of organisational structure, organisational culture, organisational change, work motivation, job satisfaction, psychological contract, working in groups/teams, and leadership. L3: apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations. L4: have the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change.
4	LSBU Discovery Project	L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project. L2: Evaluate, elect and apply key project management techniques and tools such as PID, WBS, Gantt Charts, CPA to a business project. L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment L4: Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms.
4	Principles of Marketing	L1: demonstrate knowledge of contemporary marketing concepts and principles L2: identify all elements of the marketing mix and discuss their application in practical settings.

		<p>L3: apply introductory level marketing theory to a range of practical examples</p> <p>L4: consider the basics of marketing analytics, including the impact of data in a contemporary digitalised society</p>
4	Marketing in a Digital World	<p>L1: identify contemporary digital marketing theories, digital marketing techniques and applications.</p> <p>L2: gather and analyse relevant data and metrics to form well-reasoned arguments relating to digital marketing issues.</p> <p>L3: create a digital marketing tactical plan.</p>
4	Finance and the Economy	<p>L1: understand how markets and competitors influence business decisions and performance</p> <p>L2: apply economic ideas, techniques and theories to understand, analyse and explain business situations</p> <p>L3: apply various tools of financial analysis to assess business performance and make judgements about markets</p> <p>L4: use Excel to create graphs &amp; tables for reporting purposes</p>
5	Understanding the Consumer	<p>L1: appreciate the main theories and models underpinning contemporary consumer behaviour.</p> <p>L2: explain the core psychological and external variables that influence the decision-making process of consumers in an evolving landscape.</p> <p>L3: apply appropriate consumer behaviour theory to solve problems arising within on-line and off-line platforms.</p> <p>L4: analyse the wider social issues of consumer and behaviour and be able to debate issues in relation to more general ethical &amp; cultural perspectives.</p>
5	Market Research and Digital Analytics	<p>L1: justify the most appropriate research methods and data sources needed to meet a range of marketing information requirements.</p> <p>L2: correctly apply the most commonly used marketing metrics.</p> <p>L3: synthesise data from a number of sources in order to develop insight in the context of a decision problem.</p> <p>L4: create and deliver a persuasive recommendation.</p>
5	Media Relations	<p>L1: demonstrate the role of media relations in contemporary public relations practice from both an in-house and agency perspective.</p> <p>L2: explain and evaluate media activity and apply both theory and practical concepts of media relations and channel selection in traditional, digital and social media settings.</p> <p>L3: critique the development of appropriate, contemporary public relations activities within a range of profit and non-profit organisations.</p> <p>L4: evaluate news opportunities and newsworthiness across a range of channels in order to develop a media relations plan.</p>
5	Managing the Customer Experience	<p>L1: demonstrate the importance of customer experiences and customer satisfaction.</p> <p>L2: appreciate the importance of the service marketing mix and its influence on the customer experience.</p>

		<p>L3: analyse current industry practices and offer appropriate recommendations relating to customer experience solutions.</p> <p>L4: critically evaluate initiatives designed to increase customer satisfaction and service quality.</p>
5	Creative Advertising & Media Planning	<p>L1: understand the role of advertising planning in the brand building process and the importance of physical and mental availability to brand performance.</p> <p>L2: be equipped to analyse and synthesise new or abstract ideas using a range of research techniques and data to develop novel and motivating insight.</p> <p>L3: communicate persuasively in writing and in person to deliver a rational and motivating message.</p> <p>L4: recognise, gather and crunch brand performance data.</p>
5	Integrated Contemporary Communications	<p>L1: analyse and critique integrated marketing communication strategies and tactics used by brands and companies domestically and globally</p> <p>L2: collect, interpret and synthesize the relevant marketing information and data required to develop a marketing communications plan</p> <p>L3: demonstrate analytical and problem-solving skills through effective application of appropriate decision-making tools, techniques and theory for the optimal management of marketing communications.</p> <p>L4: demonstrate skills in written and oral communication, team working, planning, organisation and the use of integrated marketing communication digital and traditional tools and applications, to produce original creative campaigns.</p>
6	Marketing & Digital Strategy & Planning	<p>L1: apply academic research methodologies for digital and direct strategy formulation.</p> <p>L2: conceptualise a research problem contextualised within the literature and design and plan a methodology to meet the defined research objectives, collect and synthesize data to develop theoretical and managerial implications.</p> <p>L3: execute research using appropriate data collection and analysis techniques to write strategic plans incorporating digital direct and database marketing techniques.</p> <p>L4: develop, implement and manage projects autonomously working to deadlines to prepare written and oral reports in which recommendations are underpinned and justified by data analysis.</p>
6	Strategic Market Channels	<p>L1: define the role of market channel strategy and management in supporting overall corporate objectives.</p> <p>L2: evaluate corporate; customer and market data to help inform channel strategy plans.</p> <p>L3: critically appraise market channel options and make recommendations supported by a strong rationale.</p> <p>L4: synthesize relevant sources, including data, theory and secondary research in order to develop a fully supported channel strategy plan.</p>
6	Managing Products & Brands	<p>L1: articulate and define a variety of conflicting theoretical product and brand frameworks as well as apply appropriate frameworks in a real marketing context.</p> <p>L2: diagnose product and brand portfolio health using a variety of tools, techniques and data.</p> <p>L3: research, synthesise and apply relevant market data to critically analyse the market environment.</p>

		L4: develop and justify new products and brands within an existing portfolio including online only products and services.
6	Contemporary Issues in Digital Marketing	<p>L1: critically evaluate contemporary academic and industry theory and discussion relating to digital customers and strategic options for channel selection.</p> <p>L2: synthesise relevant market data and research to contextualise the identified contemporary issues in digital marketing management effectively.</p> <p>L3: evaluate multiple creative solutions, recognise their limitations, evaluate alternatives and requirements for legal compliance in digital campaigns.</p> <p>L4: develop skills related to a career as a digital marketer, including key personal, social and technical skills (PDP) as well as to enable CPD.</p>
6	The Digital Marketing Project (Apprentices)	<p>L1: demonstrate a working knowledge of current marketing theory and academic research methodologies.</p> <p>L2: develop and evaluate a work-based research problem contextualised within the relevant academic literature and designed and planned to meet the defined research objectives</p> <p>L3: synthesise relevant research findings to define theoretical and managerial implications as well as critically reflect on the research process, its findings and recommendations in the context of their practical application.</p> <p>L4: demonstrate comprehensive skills in project planning, written communication, reflexivity, numeracy, time management and decision-making.</p>



Mapping of module learning outcomes against apprenticeship standard		
Standard	Delivered by the following module(s) (& Learning Outcomes)	Method of assessment
<b>Occupational Skills</b> The Digital Marketer Apprentice will be able to:		
Develop and critically apply the concepts, principles and theories of marketing relevant to the interdisciplinary topics of digital marketing.	<i>Principles of Marketing</i> (L1) (L2) (L4)	SC1: Structured presentation (40%) SC2: MCQ and short answer test (60%)
	<i>Marketing in a Digital World</i> (L1) (L2) (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<i>Understanding the Consumer</i> (L1) (L2) (L3) (L4)	SC1: Multiple-Choice in-class test (30%) SC2: Individual Report (70%)
	<i>Integrated Contemporary Communications</i> (L1)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<i>Managing Products &amp; Brands</i> (L1)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<i>Marketing &amp; Digital Strategy &amp; Planning</i> (L1)	SC1: (100%) Individual Marketing Plan
	<i>Contemporary Issues in Digital Marketing</i> (L1)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<i>The Applied Digital Marketing Project</i> (L1) (L2) (L3)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	Work-based Evidence	e-Portfolio

Apply the appropriate tools for a data-led approach to analyse marketing information and platforms, data and social media and recognise what is actually important for insights and optimisation to provide solutions for marketing decisions.	<b><i>Marketing in a Digital World</i></b> (L2)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>Market Research &amp; Digital Analysis</i></b> (L1) (L2)(L3)(L4)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Creative Advertising &amp; Media Planning</i></b> (L2) (L3)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b><i>The Applied Digital Marketing Project</i></b> (L1) (L2) (L3) (L4)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L1) (L2) (L3)	SC1: (100%) Individual Marketing Plan
	<b><i>Contemporary Issues in Digital Marketing</i></b> (L2)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	Work-based Evidence	e-Portfolio
Apply the 4 marketing principles (product, price, place, promotion) and considerations of the business / marketing campaign.	<b><i>Marketing in a Digital World</i></b> (L2)(L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>Integrated Contemporary Communications</i></b> (L1) (L2)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L2) (L3) (L4)	SC1: (100%) Individual Marketing Plan
Write and create content for the different audiences, online channels and create clear “Call to Actions” and user journey’s.	<b><i>Media Relations</i></b> (L1) (L3) (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)
	<b><i>Integrated Contemporary Communications</i></b> (L2) (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b><i>Managing Products &amp; Brands</i></b> (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<b><i>Strategic Market Channels</i></b> (L2) (L4)	SC1: (70%) Individual Case Study Question Discussion SC2: (30%) Group Presentation

	Work-based Evidence	e-Portfolio
Accurately observe, record and draw conclusions from all types statistical analysis of campaign performance, recognising inherent uncertainties and limitations with financial and budgetary requirements to demonstrate Return on Investment (ROI).	<b>Data for Decision Making</b> (L1) (L2) (L3) (L4)	SC1: (50%) Excel-based Time-Constrained Assignment SC2: (50%) Case Study-Based Report
	<b>Market Research &amp; Digital Analysis</b> (L2) (L3) (L4)	SC1 (100%) Individual Written Recommendation Report
	<b>Creative Advertising &amp; Media Planning</b> (L4)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
Demonstrate how to promote and apply content marketing effectively through the appropriate media channels, relationship management systems and communication platforms to ensure brand and cultural awareness are maintained throughout marketing strategies.	<b>Integrated Contemporary Communications</b> (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Managing Products &amp; Brands</b> (L1) (L2) (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<b>Media Relations</b> (L2) (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)
	<b>Market Research &amp; Digital Analysis</b> (L4)	SC1 (100%) Individual Written Recommendation Report
	<b>Understanding the Consumer</b> (L1) (L2) (L3) (L4)	SC1: Multiple-Choice in-class test (30%) SC2: Individual Report (70%)
	<b>Creative Advertising &amp; Media Planning</b> (L1) (L2)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2)	SC1: (100%) Individual Marketing Plan
	<b>Strategic Market Channels</b> (L1) (L3) (L4)	SC1: (70%) Individual Case Study Question Discussion SC2: (30%) Group Presentation
<b>The LSBU Discovery Project</b> (L4)	SC1: (50%) Business Project Group Presentation SC2: (50%) Reflective Report	

	Work-based Evidence	e-Portfolio
Select a variety of appropriate research methodologies, platforms and technologies to synthesise information and apply to the defined digital marketing strategies, drivers and customer behaviours.	<b>Market Research &amp; Digital Analysis</b> (L1) (L2) (L3) (L4)	SC1 (100%) Individual Written Recommendation Report
	<b>Understanding the Consumer</b> (L1) (L2) (L3) (L4)	SC1: Multiple-Choice in-class test (30%) SC2: Individual Report (70%)
	<b>Creative Advertising &amp; Media Planning</b> (L2)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L3)	SC1: (100%) Individual Marketing Plan
	<b>The Applied Digital Marketing Project</b> (L1) (L2) (L3) (L4)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	Work-based Evidence	e-Portfolio
Manage, plan, specify, lead and report on digital marketing projects.	<b>Market Research &amp; Digital Analysis</b> (L1)	SC1 (100%) Individual Written Recommendation Report
	<b>Integrated Contemporary Communications</b> (L2)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2) (L3) (L4)	SC1: (100%) Individual Marketing Plan
	<b>Contemporary Issues in Digital Marketing</b> (L2)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	Work-based Evidence	e-Portfolio
Manage and optimise key channels and content within a digital marketing plan.	<b>Integrated Contemporary Communications</b> (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L1) (L2) (L3) (L4)	SC1: (100%) Individual Marketing Plan

	<b>Strategic Market Channels</b> (L3) (L4)	SC1: (70%) Individual Case Study Question Discussion SC2: (30%) Group Presentation
	Work-based Evidence	e-Portfolio
Manage interfaces and the supply network of the organisation and customer by applying the appropriate E-commerce strategies and models available and whenever appropriate taking global engagements into account.	<b>Managing Products &amp; Brands</b> (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<b>Contemporary Issues in Digital Marketing</b> (L2) (L3) (L4)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<b>Managing the Customer Experience</b> (L1)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
Apply a marketing mix / digital marketing mix to meet customer expectations.	<b>Integrated Contemporary Communications</b> (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	<b>Managing the Customer Experience</b> (L2) (L3) (L4)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	Work-based Evidence	e-Portfolio
Engage communities through Email Marketing and Social Media to stimulate and encourage communication through positive discussion and engagement.	<b>Media Relations</b> (L2) (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)
	<b>Creative Advertising &amp; Media Planning</b> (L3)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	<b>Integrated Contemporary Communications</b> (L2) (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%)Academic Essay

	Work-based Evidence	e-Portfolio
Contribute to business, planning and marketing strategies to recognise and respond quickly to opportunities and customer requirements whilst embracing change.	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L2) (L3) (L4)	SC1: (100%) Individual Marketing Plan
	<b><i>Contemporary Issues in Digital Marketing</i></b> (L1) (L2)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<b><i>Managing the Customer Experience</i></b> (L3) (L4)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	<b><i>The Applied Digital Marketing Project</i></b> (L1) (L2) (L3) (L4)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	Work-based Evidence	e-Portfolio
Identify, recognise and understand internal and external business intelligence and factors that may impact future operations.	<b><i>Finance &amp; the Economy</i></b> (L1)(L2)(L3) (L4)	SC1: (100%) Business Report With Supporting Excel Spreadsheet
	<b><i>Market Research &amp; Digital Analysis</i></b> (L2)(L3)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Integrated Contemporary Communications</i></b> (L1) (L2)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L2)	SC1: (100%) Individual Marketing Plan
	<b><i>Contemporary Issues in Digital Marketing</i></b> (L2) (L3)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<b><i>The Applied Digital Marketing Project</i></b> (L1) (L2) (L3)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	Work-based Evidence	e-Portfolio
	<b><i>Integrated Contemporary Communications</i></b> (L2)	SC1 (50%) Individual Integrated Communication Plan

Interpret, communicate and brief internal or external stakeholders on digital business requirements.		SC2 (50%) Academic Essay
	<b><i>Market Research &amp; Digital Analysis</i></b> (L2) (L3) (L4)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Creative Advertising &amp; Media Planning</i></b> (L2) (L3)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L3) (L4)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio

## Occupational Knowledge

The Digital Marketer Apprentice will be able to understand:

The strategic implications of the disruptive digital environment.	<b><i>Contemporary Issues in Digital Marketing</i></b> (L1) (L2) (L3) (L4)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	Work-based Evidence	e-Portfolio
Natural/organic and paid marketing to increase the visibility and promotion of websites.	<b><i>Marketing in a Digital World</i></b> (L1)(L2)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>Market Research &amp; Digital Analysis</i></b> (L2) (L3)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
The leading marketing theorists and practitioners when managing and implementing brand equity, brand awareness and strategic brand management.	<b><i>Managing Products &amp; Brands</i></b> (L1) (L2) (L3) (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<b><i>Creative Advertising &amp; Media Planning</i></b> (L1) (L2)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	Work-based Evidence	e-Portfolio
Professional bodies and their insights into emerging technologies, trends and themes within the digital marketing environment.	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L2)	SC1: (100%) Individual Marketing Plan
	<b><i>Contemporary Issues in Digital Marketing</i></b> (L3)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation



	Work-based Evidence	e-Portfolio
Customer insight, strategic relationships, acquisition and focus of customers, taking into account the customer experience and retention / loyalty.	<b>Market Research &amp; Digital Analysis</b> (L1) (L2) (L3) (L4)	SC1 (100%) Individual Written Recommendation Report
	<b>Understanding the Consumer</b> (L1) (L2) (L3) (L4)	SC1: Multiple-Choice in-class test (30%) SC2: Individual Report (70%)
	<b>Managing the Customer Experience</b> (L1) (L2) (L3)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
How to foster business-to-business (B2B) marketing relationships through social media to launch products based on price and popularity.	<b>Market Research &amp; Digital Analysis</b> (L2) (L3) (L4)	SC1 (100%) Individual Written Recommendation Report
	<b>Managing Products &amp; Brands</b> (L1) (L3) (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
The types of online and offline paid, owned and earned media, and how this works together.	<b>Marketing in a Digital World</b> (L2) (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b>Integrated Contemporary Communications</b> (L3) (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L3)	CW1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
Digital marketing regulatory requirements, data protection, compliance and ethics, both national and international.	<b>Finance &amp; the Economy</b> (L3)	SC1: (100%) Business Report With Supporting Excel Spreadsheet
	<b>Contemporary Issues in Digital Marketing</b> (L1) (L2)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation

	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
The Digital Marketing environment for International marketing and multichannel marketing, for agencies as well as clients.	<b>Marketing in a Digital World</b> (L1) (L2) (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b>Contemporary Issues in Digital Marketing</b> (L1) (L3)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<b>Strategic Market Channels</b> (L1) (L2)	SC1: (70%) Individual Case Study Question Discussion SC2: (30%) Group Presentation
	Work-based Evidence	e-Portfolio
Stakeholder and customer requirements, commercial awareness and business improvement processes that are relevant to campaign management.	<b>Finance &amp; the Economy</b> (L2)	SC1: (100%) Business Report With Supporting Excel Spreadsheet
	<b>Management &amp; Organisations</b> (L2)	SC1: (100%) Activity Portfolio
	<b>Integrated Contemporary Communications</b> (L1) (L2)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b>Managing the Customer Experience</b> (L1) (L2)(L3)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
Digital graphic design, interface design, and authoring.	<b>Marketing in a Digital World</b> (L1) (L2) (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L3) (L4)	SC1: (100%) Individual Marketing Plan
	<b>Media Relations</b> (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)

	Work-based Evidence	e-Portfolio
The user experience, and how to maximise engagement.	<b><i>Understanding the Consumer</i></b> (L1) (L2) (L3) (L4)	SC1: Multiple-Choice in-class test (30%) SC2: Individual Report (70%)
	<b><i>Market Research &amp; Digital Analysis</i></b> (L3)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Media Relations</i></b> (L2) (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L3)	SC1: (100%) Individual Marketing Plan
	<b><i>Managing the Customer Experience</i></b> (L3) (L4)	SC1: (50%) Customer Experience Audit Report SC2: (50%) In-Class Test
	Work-based Evidence	e-Portfolio
Segmentation, targeting and application of sales funnel, path to purchase, and customer attribution.	<b><i>Principles of Marketing</i></b> (L1) (L4)	SC1: Structured presentation (40%) SC2: MCQ and short answer test (60%)
	<b><i>Market Research &amp; Digital Analysis</i></b> (L2) (L3)	SC1 (100%) Individual Written Recommendation Report
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
E-commerce and the importance of product descriptions, images, site layout and what makes a good online shopping experience.	<b><i>Marketing in a Digital World</i></b> (L1) (L2) (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>Media Relations</i></b> (L2) (L4)	SC1: Individual Campaign Report (50%) SC2: Individual Portfolio (50%)
	<b><i>Integrated Contemporary Communications</i></b> (L2) (L4)	SC1 (50%) Individual Integrated Communication Plan SC2 (50%) Academic Essay
	<b><i>Managing Products &amp; Brands</i></b> (L1) (L3) (L4)	SC1: (50%) Product and Brand Creation Report SC2: (50%) Academic Essay

	<i>Marketing &amp; Digital Strategy &amp; Planning</i> (L2) (L3)	SC1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio

## Behaviours

The Digital Marketer Apprentice will have the:

Ability to communicate and actively listen at all levels.	<b><i>Management &amp; Organisations</i></b> (L4)	SC1: (100%) Activity Portfolio
	<b><i>Marketing in a Digital World</i></b> (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>Creative Advertising &amp; Media Planning</i></b> (L3)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
	<b><i>Contemporary Issues in Digital Marketing</i></b> (L2) (L4)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
	<b><i>Marketing &amp; Digital Strategy &amp; Planning</i></b> (L4)	CW1: (100%) Individual Marketing Plan
	Work-based Evidence	e-Portfolio
Ability to work under pressure and autonomously, and interact effectively within teams.	<b><i>Management &amp; Organisations</i></b> (L1) (L4)	SC1: (100%) Activity Portfolio
	<b><i>Marketing in a Digital World</i></b> (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b><i>The LSBU Discovery Project</i></b> (L1)	SC1: (50%) Business Project Group Presentation SC2: (50%) Reflective Report
	Work-based Evidence	e-Portfolio
Consider the impact of work on others, especially where related to culture, diversity and equality.	<b><i>The LSBU Discovery Project</i></b> (L1) (L3)	SC1: (50%) Business Project Group Presentation SC2: (50%) Reflective Report
	<b><i>Management &amp; Organisations</i></b> (L1) (L2) (L3)	SC1: (100%) Activity Portfolio
	<b><i>Marketing in a Digital World</i></b> (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio

	Work-based Evidence	e-Portfolio
	<b>Management &amp; Organisations</b> (L2) (L3)	SC1: (100%) Activity Portfolio
Demonstrate business disciplines and compliance with procedures and principles to ensure work is of high quality and fit for purpose, with high attention to detail and the ability to work to deadlines.	Work-based Evidence	e-Portfolio
	<b>Marketing in a Digital World</b> (L3)	SC1 (60%) Individual Digital Marketing Plan SC2 (40%) Individual Reflective Portfolio
	<b>The Applied Digital Marketing Project</b> (L1) (L2) (L3) (L4)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview
	<b>The LSBU Discovery Project</b> (L1) (L3)	SC1: (50%) Business Project Group Presentation SC2: (50%) Reflective Report
Show integrity and respect for confidentiality and data security in work and personal situations.	Work-based Evidence	e-Portfolio
	<b>Marketing &amp; Digital Strategy &amp; Planning</b> (L2)	SC1: (100%) Individual Marketing Plan
Be enthusiastic and have a thorough and flexible approach to work and to personal development through CPD and life-long learning.	Work-based Evidence	e-Portfolio
	<b>Management &amp; Organisations</b> (L2) (L3)	SC1: (100%) Activity Portfolio
	<b>Contemporary Issues in Digital Marketing</b> (L3) (L4)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
Logical thinking and a creative approach to problem solving to systematically analyse and apply structured techniques to complex systems and situations.	Work-based Evidence	e-Portfolio
	<b>Management &amp; Organisations</b> (L4)	SC1: (100%) Activity Portfolio
	<b>Data for Decision Making</b> (L2) (L3) (L5)	SC1: (50%) Excel-based Time-Constrained Assignment SC2: (50%) Case Study-Based Report

<i>Contemporary Issues in Digital Marketing</i> (L4)	SC1: (40%) Written Plan & Storyboard for Multi-Media Presentation SC2: (60%) Multi-Media Presentation
<i>Creative Advertising &amp; Media Planning</i> (L2)	SC1: (50%) Individual Data Analysis Casebook SC2: (50%) Individual Strategy Presentation
<i>The Applied Digital Marketing Project</i> (L1) (L2) (L3) (L4)	SC1&2: (60%) Work-Based Research Project SC3: (20%) EPA – Written Report & Presentation SC4: (20%) EPA – Interview

## Appendix D: Summary of the End-Point-Assessment (EPA)

The Level 6 Digital Marketer Degree Apprenticeship is an integrated degree comprising 17 core modules: 16 worth 20 credits and the final year marketing project module worth 40 credits; the final year marketing project module has the End-Point Assessment (EPA) integrated.

Within their final year academic project, each apprentice will design and conduct a work-based research that challenges and contributes to knowledge within the digital marketing field. With the guidance of a supervisor, learners will manage their own learning as you investigate the implications of theoretical knowledge on managerial practice and describe their findings in the form of a dissertation. This work feeds directly into the EPA (as outlined below), its findings and recommendations will form the basis of the report and interview which enable successful completion of the Digital Marketer Degree Apprenticeship.

The assessment structure will look as follows:

- SC1 & 2: Work-Based Digital Marketing Project worth 60% of the overall mark (Research proposal – worth 20%) and the research project worth 80%).
- SC3: Practical Assessment - Written report and presentation (20%): reflection and evaluation of work-based project and presentation of the same (2000 words ( $\pm 10\%$ ) and 30 minutes respectively).
- SC4: Practical assessment (EPA) (20%) in the form of an interview covering the content of SC1, 2 and 3 (total length 1 hour 15 minutes  $\pm 10\%$ )

SC3 and SC4 are directly derived from the Digital Marketer Integrated Degree Apprenticeship standard ST0481 / AP01. More information on the assessment IFA assessment criteria can be found here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-marketer-integrated-degree/>.

The course started in January 2019, and the first students are expected to go through their EPA period in December 2021 to January 2022. LSBU will conduct the EPA with the help of external assessors. As of March 2020 LSBU has been confirmed as End Point Assessor for the BA (Hons) Digital Marketer Degree Apprenticeship (see the below email confirmation).



Franke, Katrin 3

---

**From:** Collins, Heather 5  
**Sent:** 03 March 2020 12:01  
**To:** Franke, Katrin 3; Hamblin, Lyn  
**Subject:** FW: Update on your EPAO application - Good News  
Hi

Good news our EPAO application was approved. I have just checked the Register and we are not showing yet, I will keep checking and send you confirmation when LSBU has been added.

Standard	Status	Action
Advanced clinical practitioner (degree)	Approved	<a href="#">View</a>
<b>Digital marketer integrated degree</b>	Approved	<a href="#">View</a>
Digital and technology solutions professional (integrated degree)	In Progress	<a href="#">View</a>
Architect (degree)	Approved	<a href="#">View</a>
Architectural assistant (degree)	Approved	<a href="#">View</a>

Kind regards  
Heather

---

**From:** The Apprenticeship Service  
[mailto:the.apprenticeship.service@notifications.service.gov.uk] **Sent:** 03 March 2020  
09:36  
**To:** Collins, Heather 5  
<heather.collins@lsbu.ac.uk>**Subject:**  
Update on your EPAO application



Dear Heather Collins,

You are receiving this email from the Education and Skills  
Funding Agency (ESFA) because you applied to offer an

assessment in Digital marketer integrated degree.

Please return to [Apprenticeship assessment service](#) to view an update.

From  
Apprenticeship assessment service team

## Appendix E: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below.]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability(of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance(examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions