



A. Course Information				
Final award title(s)	BA(Hons) Digital Marketing			
Intermediate exit award title(s)	Certificate of Higher Education (CertHE) Marketing Diploma of Higher Education (DipHE) Marketing NB: these are standalone awards and do not contribute to the apprenticeship Standard.			
UCAS Code		Course Code(s)	5215	
	London South Bank University			
School	<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			
Division	Management Marketing and People			
Course Director	Dr Katrin Franke (frankek3@lsbu.ac.uk)			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>			
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time			
	Full time with placement/ sandwich year			
	Part time	3 years plus 6 6 months for the End Point Assessment.	January or September	July or February
	Part time with Placement/ sandwich year			
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire <p style="text-align: center;">No</p> Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
Approval dates:	Course(s) validated / Subject to validation	6 th December 2018		
	Course specification last updated and signed off	August 2022		

Professional, Statutory & Regulatory Body accreditation	The Chartered Institute of Marketing [CIM] Institute of Direct and Digital Marketing Chartered Institute of Public Relations (to be applied for)	
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	https://www.instituteforapprenticeships.org/apprenticeship-standards/digital-marketer-integrated-degree/ Reference: ST0481	
Reference points:	Internal	<ul style="list-style-type: none"> ▪ Corporate Strategy 2015-2020 ▪ Academic Quality and Enhancement Manual ▪ School Strategy ▪ LSBU Academic Regulations
	External	<ul style="list-style-type: none"> ▪ QAA Quality Code for Higher Education 2013 ▪ Framework for Higher Education Qualifications ▪ Subject Benchmark Statements (Dated) ▪ PSRB ▪ Competitions and Markets Authority ▪ SEEC Level Descriptors 2016 ▪ Digital Marketer Degree Apprenticeship Standard and assessment plan
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> ▪ Provides a broad-based course of study in Marketing, with a strong emphasis on the professional management Digital Communications functions. ▪ A high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline. ▪ 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. ▪ Individual <i>intrapreneurial</i> activity encouraged and supported throughout the course and integrated with University-wide initiatives. It is possible for example to develop a ready-to-fund business plan or undertake consultancy as a final year marketing project. ▪ Accreditation with the Chartered Institute of Marketing, and the Institute of Direct and Digital Marketing through taught modules ▪ The opportunity to benefit from and contribute to cutting-edge research in marketing science, developing knowledge of the laws of marketing. 	
Course Aims	<p>The BA (Hons) Digital Marketing aims to:</p> <ol style="list-style-type: none"> 1. Develop academically confident graduates equipped for a variety of future careers with European and international perspective within marketing communications through the provision of a supportive learning environment that nurtures an understanding of marketing theory and practice. 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. 	

	<ol style="list-style-type: none"> 3. Enhance employability by embedding professional and academic skills development throughout the course; by providing continuing career support; and opportunities for placements, internships, volunteering and networking. 4. Deliver a future-fit curriculum, flexible and responsive to the emerging needs of the profession. 5. Optimise professional body accreditations to provide pathways through successful career development within a chosen marketing profession or specialism. 6. Develop an understanding through application of soft skills in the workplace. 7. Provide the opportunity to appreciate what the operations of a workplace involve through the interaction with various professionals, and how the student, as an individual, fits into other disciplines within the workplace. 8. Encourage students to apply the principles, theories and frameworks of marketing theory in making real business decisions and to develop concrete ways to demonstrate employability in a competitive job market.
<p>Course Learning Outcomes</p>	<p>A: Students will have knowledge and understanding of:</p> <ul style="list-style-type: none"> A1: the dynamic nature of a range of markets and their operations including international and emerging B2B and B2C markets for services and goods. A2: customer and consumer relationships and behaviour; the creation of value and service; and the development of awareness, engagement and sales. A3: risk and its impact upon the organisation's goals and finances in the development of strategic and tactical marketing plans involving innovation and IPR. A4: current thinking about organisational behaviour, organisational structure, leadership, management and the impacts of cross-cultural issues, change, diversity and the values of social responsibility. A5: communications and the impact of marketing interventions on all stakeholders and the supply chain using digital and non-digital technologies. A6: specialist marketing issues at UK, European and international levels. <p>B: Students will develop their intellectual skills such that they are able to:</p> <ul style="list-style-type: none"> B1: solve marketing and business problems pragmatically through critical analysis. B2: identify, analyse and evaluate data, information and appropriate methodologies, and apply the digital literacy necessary to support evidence-based decision-making. B3: identify and apply the drivers of customer satisfaction, repeat purchase, and marketing success, and avoid the causes of business failure. <p>Students will acquire and develop practical skills such that they are able to:</p> <ul style="list-style-type: none"> C1: develop the ability to act entrepreneurially to generate, develop and communicate ideas, create, manage and exploit intellectual property, and gain the appropriate support to deliver successful outcomes. C2: use quantitative skills to manipulate data, evaluate, estimate and model marketing problems, functions and phenomena.

	<p>C3: develop interpersonal skills in effective listening, negotiating, persuasion and presentation and use these skills in generating and collaborating with business contacts.</p> <p>C4: develop the ability to work collaboratively and effectively both internally and externally to the organisation with an awareness of mutual interdependence.</p> <p>Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1: build and maintain working relationships with people from a range of cultures.</p> <p>D2: articulate and effectively explain information.</p> <p>D3: develop communication and listening skills including the ability to produce clear, structured business communications in a variety of media.</p> <p>D4: develop emotional intelligence and empathy.</p> <p>D5: use conceptual and critical thinking, analysis, synthesis and evaluation.</p> <p>D6: develop the self-reflective and self-management skills that engender flexibility, resilience, sensitivity to diversity and the assertiveness to accept responsibility and appropriately plan, organise and manage time.</p>
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C. Teaching and Learning Strategy

Knowledge and understanding - The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class

- Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom; real-world contextualisation is embedded into each module at Level 5, where students explore today's marketing management roles through the six industry supported modules.
- 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.
- Students will engage with subject knowledge during seminars through written or "live" case study analysis to reinforce and contextualise key lecture topics, and also through debate and discussion. At level 4 there is greater emphasis on the acquisition of knowledge of process thus question practice and repetition of process are key to learning.
- 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.

Self-managed learning

- Self-managed learning activities to supplement and consolidate classroom-based activity 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)
- Throughout the suite of undergraduate marketing courses, the School intends to expand its use of technology for learning and assessment, through the common first year initially and then through core modules across this marketing programme. Although there is already an expectation that every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so

that the student experience becomes truly 'blended' and extends well beyond the use of the VLE merely as a document repository.

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

In-class

- 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 *Concepts of Management* module. Research skills are further developed at levels 5 via coursework application and extensively through live case study analysis and the project module at Levels 5 and 6.
- The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising. 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.

Self-managed learning

- Self-managed learning activities supplement in-class learning and includes 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 and on-line fora will be used to encourage debate and discussion of key issues. Engagement with coursework and examination preparation are also key strategies to develop these skills.

Practical Skills

In-Class

- Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.
- The key practical skills are embedded in module delivery and built throughout each level demonstrating progressive development. As students move through the course there is a shift towards a greater emphasis on application in a live business context, although there is a series of workshops at level 4 developing enterprise awareness and the entrepreneurial mind-set.

Self-managed learning

- 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:
 1. *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
 2. *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.
 3. *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the freshers' fair.
 4. *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

Transferable Skills - Transferable skills are developed throughout the teaching and learning seminars and workshops using small group discussions, student led presentations, exercises and case studies. These skills are specifically taught and developed through dedicated modules for example the *Concepts of Management* and *Marketing in a Digital World* modules at level 4 and the *Communications Manager* and *Insight Manager* modules at level 5. Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In-class

- 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.

Self-managed learning

- Reflective practice and work planning are skills expected to be developed out of class hours. As above, elements of the school's Student Enterprise Strategy will assist in helping students to develop a range of transferable skills as well as developing a network of business contacts. Key activities are:
 1. *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
 2. *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.
 3. *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
 4. *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

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 activities 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.
- In-class testing with peer marking and feedback is a key formative assessment method early in the programme supported by additional online tests with automatic feedback via the VLE.
- As students progress through the course, in-class debate and discussion and some formative written work will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.
- Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in all areas of skills development.

Summative

- The summative coursework assignments used to assess **knowledge and understanding** are diverse and set within a wider business context, often contextualised in "live" cases.
 - o Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6) academic essays (at level 5 - 6). Group work (at levels 4 - 6), and individual assignments (at levels 4 - 5) include exhibitions, debates, client briefings & other types of presentation.
 - o Examinations where employed incorporate a variety of approaches including seen and unseen papers in order to assess the acquisition of knowledge and the demonstration of understanding across a broad range of the syllabi content.

- At level 4, **intellectual skills** are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes. As students move through the academic levels, examinations are frequently used to assess the application of knowledge under time-pressure to evaluate scenarios in business and marketing and make recommendations. These skills are also assessed via more extensive coursework in a variety of forms, for example exhibitions or longer written reports.
 - o 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.
- Summative assessment of **practical skills** can be demonstrated through a mixture closed book examination, and individual and group coursework. 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.

The summative assessment of **transferable skills** is through 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.

E. Academic Regulations

The University’s Academic Regulations apply for this course.

F. Entry Requirements

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, and must include English Language and Mathematics (or equivalent), plus one of the following **(2019 entry and each subject to annual review)**:

- 104 UCAS points
- BTEC National Diploma – DMM 112 UCAS points
- Relevant recognised Access courses 106 UCAS points
- Any other Level 3 qualification which is of equivalent standard.

Accreditation of relevant experiential learning will be considered on a case by case basis. Candidates will normally be invited for 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. The course offers the award name of BA (Hons) Digital Marketing. The degree is offered as a three-year part-time course over three trimesters. The course structure, showing the modules which comprise the course is as shown:

		Module Title	Level	Credit value	Assessment
YEAR 1 (120 credits)	T 1	Concepts of Management	4	20	Coursework
		Principles of Marketing	4	20	Coursework
	T 2	Business Economics	4	20	Coursework
		Marketing in a Digital World	4	20	Coursework
	T 3	Accounting for Managers (needs to be newly accredited after TESTA accountancy body accredited module)	4	20	Coursework
		People & Organisations	4	20	Coursework

YEAR 2 (120 credits)	T 1	The Consumer Behaviour Analyst	5	20	Coursework
		The Communications Manager	5	20	Coursework
	T 2	The Insight Manager	5	20	Coursework
		The Innovation & Product Manager	5	20	Coursework
	T 3	The Media Relations Manager (Chartered Institute of Public Relations accreditation application in progress needs to be newly accredited after TESTA)	5	20	Coursework
		Marketing Metrics & Analysis (NEW)	5	20	Coursework

YEAR 3 (120 credits)	T 1	Brand Management	6	20	Coursework & Exam
		Marketing Strategy & Planning	6	20	Coursework
	T 2	Direct & Digital Marketing Strategy (accredited by the Institute of Direct & Digital Marketing needs to be newly accredited after TESTA)	6	20	Coursework
		Contemporary Issues in Digital Marketing	6	20	Coursework

	T 3	Marketing Project (Apprenticeship)	6	40	Coursework then progress to gateway to End Point Assessment	
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Placements information

Not applicable

H. Course Modules

There are no option modules on this programme

At each level students study for 120 credits. There are no electives for 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 apprenticeship marketing project at Level 6. The project is a distinctive feature of the BA (Hons) Digital Marketing degree apprenticeship programme. It gives students the opportunity to manage their own learning under the guidance of a supervisor and to conduct a complex study in an area within the digital marketing field in-depth.

The project is a prescribed gateway for the apprenticeship end point assessment (EPA). It 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). This project then forms the basis for the report & presentation (CW2) and interview (CW3) which constitute the EPA.

Module Code	Module Title	Level	Trimester	Credit value	Assessment
BBM-4-COM	Concepts of Management	4	1	20	Coursework
BBM-4-PRM	Principles of Marketing	4	1	20	Coursework
BBS-4-ECO	Business Economics	4	2	20	Coursework
BBM-4-MDW	Marketing in a Digital World	4	2	20	Coursework
AFE-4-AFM	Accounting for Managers	4	3	20	Coursework
BBM-4-PEO	People & Organisations	4	3	20	Coursework
BBM-5-CBA	The Consumer Behaviour Analyst	5	1	20	Coursework
BBM-5-TCM	The Communications Manager	5	1	20	Coursework
BBM-5-TIM	The Insight Manager	5	2	20	Coursework
BBM-5-IPM	The Innovation & Product Manager	5	2	20	Coursework

BBM-5-MRM	The Media Relations Manager	5	3	20	Coursework
BBM-5-MMA	Marketing Metrics & Analysis	5	3	20	Coursework
BBM-6-BMG	Brand Management	6	1	20	Coursework & Exam
BBM-6-MSP	Marketing Strategy & Planning	6	1	20	Coursework
BBM-6-DDM	Direct & Digital Marketing Strategy	6	2	20	Coursework
BBM-6-CIM	Contemporary Issues in Digital Marketing	6	2	20	Coursework
BBM-6-(TBC)	Marketing Project (Apprenticeship)	6	3	40	Coursework then progression to End Point Assessment

I. Timetable information

II.

Students will normally receive their confirmed timetable on induction. A provisional timetable will be provided as part of the contracting process with the apprentice and their employer.

J. Costs and financial support

Course related costs

- There is an additional fee for the IDM certificate exam (currently £120- 2019)

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
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- 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: Digital Marketer Degree Apprenticeship Standard - mapping against modules and degree assessment

Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed 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			A	A	A	A	A	A	B	B	B	C	C	C	C	D	D	D	D	D	D
Level	Title	Code	1	2	3	4	5	6	1	2	3	1	2	3	4	1	2	3	4	5	6
4	Marketing in a Digital World	BBM-4-MDW	td a	td a	td a	d	td a		td a	td a	td a	td a	td a	td a	td a	d	td a	da	d	td a	d
5	The Consumer Behaviour Analyst	BBM-5-CBA	d	td a			td a			td a		d				td a		d	da	da	d
5	The Communications Manager	BBM-5-TCM	td a	td a	td a	d	td a		td a	td a	td a	td a	td a	td	d	d	da	da	d	da	da
5	The Innovation and Product Manager	BBM-5-IPM	td a	td a	td	d	td a		td a	td a	td a		td a	td a		d	da	td a	d	td a	d
5	The Insight Manager	BBM-5-TIM	d	td a		da	da		td a	td a			td a		da	d	da	da	td a		da
5	The Media Relations Manager	BBM-5-MRM		td a	td	td a	td a	td a	d	d	d	td a		td a	td a	td a	td a	td a	td a	td a	td a
5	Marketing Metrics and Analysis	BBM-5-MRA		td a	td a		td		td a	td a	td a	d	td a	da	da	d	da	td a	d	td a	da
6	Brand Management	BBM-6-BMG	td a	td a	td a	d	td a		td a	td a	td a	d	td a	d	d	d	da			td a	
6	Marketing Strategy & Planning	BBM-6-MSP	td a	td a	td a	da	da		da	da	da	d	da	d	da	d	d	d			
6	Marketing Project (Apprenticeship)	BBM-6-MAP	da	da	da	da	da		da	da	da	da	da	da			da	da	d	da	da
6	Direct & Digital Marketing Strategy	BBM-6-DDM	td a	td a	td a		td a	td a	da	td a	td a	da	td a	da	da	d	da	da	d	d	d
6	Contemporary issues in digital marketing	BBM-6-CIM	td a	td a	td a	td a	td a	td a	td a	td a	da	td a	td a	d	d		da	da	da	da	d

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 University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* 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> 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&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>The apprenticeship standard to which this course is mapped was developed by an employer Trailblazer group which included membership of the Institute of Direct and Digital Marketing and the Chartered Institute of Marketing.</p> <p>The support of the alumni and external speakers is embedded in the course, in particular at level 4 in Marketing in a Digital World and level 5 where the modules focus on marketing roles and the use of guest speakers is prioritised.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u> 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 Concepts of Management module (BBS-4-COM) includes weekly coaching sessions which provide a specific focus on transition to University and planning for the student journey.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity</p>	<p>At level 4 – three of the six modules provide for group-based learning: Concepts of Management (BBS-4-COM), Marketing in a Digital World (BBM-4-MDW) and People and Organisations (BBM-4-PEO).</p>

	<p>of perspectives relevant to professionalism and inclusivity. 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>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> 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 which 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.
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> 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 excellence.</p>	Formative feedback is embedded across all levels of the course as set out in the learning and assessment strategy.
High impact pedagogies	<p><u>Research and enquiry experiences</u> 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</p>	The nature of marketing and digital marketing places research, data and analysis at the centre of learning. These experiences are specifically included at level 4 – Marketing in an Digital World (BBM-4-MDW); level 5 –

	<p>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 opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>The Insight Manager (BBM-5-TIM), level 6 – Direct & Digital Marketing Strategy, Marketing Strategy and Planning and the Marketing Project.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> 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 excellence, professionalism, integrity and creativity. 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. 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> 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 inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>Students (apprentices) are encouraged to bring their own 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>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, professionalism and integrity. 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>The degree programme is based on and mapped to the apprenticeship standard for Digital Marketer which has been developed by employers. Work-based learning is a fundamental requirement for degree apprenticeship. Where possible assessment should always be based on work related and 'live case' projects.</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>The range of assessment and modules provides for the appropriate business and marketing focused presentation of work – for example campaign plans (BBM-5-MRM – the Media Relations manager) and proposal for collection analysis and presentation of real data (BBM-5-TIM – the Insight Manager).</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and</p>	<p>Group learning is embedded throughout the course. Furthermore the range of employers on any programme provides for subject specific learning across a range of sectors.</p>

	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 inclusivity , communication and networking.	
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 approaches which provide an opportunity for students to demonstrate their learning.</p> <p>Course entry requirements while specifying particular levels also allows for accreditation of prior learning.</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 excellence and professionalism.</p>	<p>Career management skills are specifically taught at L4 in the Concepts of Management module.</p> <p>Overall the course has been mapped to the degree apprenticeship standard which has been developed by employers.</p>
Curricula informed by employer and industry need /	<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</p>	<p>The marketing project (apprenticeship) is a work-based assessment which incorporates the End Point Assessment – this is directly linked to the apprentices work place and developed with the agreement of the employer</p>

Assessment <i>for</i> learning / High impact pedagogies	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 professionalism , integrity and creativity .	
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APPENDIX D: BA (HONS) DIGITAL MARKETING MAPPING AGAINST DIGITAL MARKETER DEGREE APPRENTICESHIP STANDARD

The following mapping matches the principle modules and learning outcomes forming the degree against the criteria for the Apprenticeship Standard and **indicates** the form of assessment by which these 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.

Occupational Skills:		
Standard	Delivered by the following module(s) (& Learning Outcomes)	Method of assessment
Develop and critically apply the concepts, principles and theories of marketing relevant to the interdisciplinary topics of digital marketing.	Principles of Marketing BBS-4-PRM: (A1) (A2) (A3)	Short answer tests and reflective piece
	Marketing in a Digital World BBM-4-MDW: (A1)(A2)(B1)	Group presentation, individual reflection
	Consumer Behaviour Analyst BBM-5-CBA: (A1)(A2)(B1)(B2)	Individual presentation Individual report
	The Communications Manager BBM-5-TCM: (A1)	Academic essay Individual Communications Plan
	The Innovation & Product Manager BBM-5-IPM: (A1)(B1)pro	Product offer audit including recommendations Reflective report
	Direct and Digital Marketing Strategy – BBM-6-DDM: (A1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Contemporary Issues in Digital Marketing BBM-6-CIM: (A1)	Plan & storyboard for a multi-media presentation Multi-media presentation

	Marketing Strategy & Planning BBM-6-MSP: (A1)	Individual marketing plan
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1)	Problem definition summary & Dissertation
Apply a data-led approach when analysing marketing information and platforms, selecting and using analytical tools to provide suitable solutions.	Marketing in a Digital World BBM-4-MDW: (B1)	Group presentation, individual reflection
	Marketing Metrics and Analysis BBM-5-MMA: (A1)(B1)(C1)(C2)(D1)	In-class test Data analysis – case study or work-based
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1) (D1)	Problem definition summary & Dissertation
	The Insight Manager BBM-5-TIM: (B1)(B2)(C1)	Employability skills Market research project report
	Marketing Strategy & Planning BBM-6-MSP: (A1)(B1)	Individual marketing plan
	Contemporary Issues in Digital Marketing BBM-6-CIM: (B3)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
Apply the Digital Marketing life cycle and considerations of the business / marketing campaign.	Marketing in a Digital World BBM-4-MDW: (A2)(B1)	Group presentation, individual reflection
	The Communications Manager BBM-5-TCM: (B1)(B2)(B3)	Academic essay Individual Communications Plan
	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(B2)(C1)(C2)(D1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Write and create content for the different audiences, online channels and create clear “Call to Actions” and user journey’s	The Media Relations Manager BBM-5-MRM: (A1)(C1)(C2)	Media & Content Analysis & Written portfolio
	The Communications Manager BBM-5-TCM: (B3)(D1)	Academic essay Individual Communications Plan

	Brand Management BBM-6-BMA: (D1)	Brand Creation Report Exam
Financial and statistical analysis of campaign performance through multivariate testing to demonstrate Return on Investment (ROI).	Financial Accounting Fundamentals BAF-4-FAF:(A1)(A4)	In-class tests & case study reflective report
	Marketing Metrics and Analysis BBM-5-MMA: (B1)(C1)(C2)(D1)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy – BBM-6-DDM: (C1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Apply the appropriate media, channels, relationship management systems and communication platforms to ensure brand and cultural awareness are maintained throughout marketing strategies.	The Communications Manager BBM-5-TCM: (D1)	Academic essay Individual Communications Plan
	Brand Management BBM-6-BMA: (A1)(B1)(B2)(C1)(C2)	Brand Creation Report Exam
	Consumer Behaviour Analyst BBM-5-CBA (A1)(A2)(B1)(B2)	Individual presentation Individual report
	Marketing Strategy & Planning BBM-6-MSP: (B2)	Individual marketing plan
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.	The Insight Manager BBM-5-TIM: (A1)(A2)(B1)(B2)(C1)	Employability skills Market research project report
	Consumer Behaviour Analyst BBM-5-CBA (A1)(A2)(B1)(B2)	Individual presentation Individual report

	Marketing Strategy & Planning BBM-6-MSP: (C1)	Individual marketing plan
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1) (D1)	Problem definition summary & Dissertation
Manage, plan, specify, lead and report on digital marketing projects.	The Insight Manager BBM-5-TIM: (B1)	Employability skills Market research project report
	The Communications Manager BBM-5-TCM: (B2) (B3)	Academic essay Individual Communications Plan
	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(B2)(C1)(D1))	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Strategy & Planning BBM-6-MSP: (C1)	Individual marketing plan
	Contemporary Issues in Digital Marketing BBM-6-CIM: (B3)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
Manage and optimise key channels and content within a digital marketing plan.	The Communications Manager BBM-5-TCM: (D1)	Academic essay Individual Communications Plan
	Direct & Digital Marketing Strategy	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Manage interfaces and the supply network of the organisation and customer by applying the appropriate E-commerce strategies and models	The Innovation & Product Manager BBM-5-IPM : (D1)	Product offer audit including recommendations Reflective report

available and whenever appropriate taking global engagements into account.	Contemporary Issues in Digital Marketing BBM-6-CIM: (A2)(A3)(B4)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Marketing Strategy & Planning BBM-6-MSP: (C1)	Individual marketing plan
Apply a marketing mix / digital marketing mix to meet customer expectations.	The Communications Manager BBM-5-TCM: (D1)	Academic essay Individual Communications Plan
	Direct and Digital Marketing Strategy - (C1)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Strategy & Planning BBM-6-MSP: (B2)	Individual marketing plan
Accurately observe, record and draw conclusions from all types of data, recognising inherent uncertainties and limitations with financial and budgetary requirements.	Financial Accounting Fundamentals BAF-4-FAF: (A1)(A4)(B1)(D1)(D2)	In-class tests & case study reflective report
	Marketing Metrics and Analysis BBM-5-MMA: (B1)(C1)(C2)	In-class test Data analysis – case study or work-based
	The Insight Manager BBM-5-TIM: (B2)(C1)	Employability skills Market research project report
	Marketing Strategy & Planning BBM-6-MSP: (C1)	Individual marketing plan
	The Media Relations Manager BBM-5-MRM: (B1)(C2)	Media & Content Analysis & Written portfolio

Engage communities through Email Marketing and Social Media to stimulate and encourage communication through positive discussion and engagement.	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(B2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	The Communications Manager BBM-5-TCM: (B3)(D1)	Academic essay Individual Communications Plan
Demonstrate how to promote content marketing effectively through media channels.	Marketing Metrics and Analysis BBM-5-MMA: (C2)(D1)	In-class test Data analysis – case study or work-based
	The Media Relations Manager BBM-5-MRM: (B1)(C2)(D1)	Media & Content Analysis & Written portfolio
	The Communications Manager BBM-5-TCM: (D1)	Academic essay Individual Communications Plan
	Direct and Digital Marketing Strategy	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Apply the appropriate tools to analyse data and social media to understand and recognise what is actually important for insights and optimisation when making marketing decisions.	The Insight Manager BBM-5-TIM: (C1)	Employability skills Market research project report
	Marketing Metrics and Analysis BBM-5-MMA: (B1)(C1)(C2)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy - (C1)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1) (D1)	Problem definition summary & Dissertation
	Contemporary Issues in Digital Marketing BBM-6-CIM: (B3)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
Contribute to business, planning and marketing strategies to recognise and respond quickly to opportunities and customer requirements whilst embracing change.	Direct and Digital Marketing Strategy – BBM-6-DDM: (B2)(C1)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Strategy & Planning BBM-6-MSP: (B1)(B2)(C1)	Individual marketing plan

	Contemporary Issues in Digital Marketing BBM-6-CIM: (A1)(B3)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Marketing Project (A1)(B1)(B2)(C1)(D1)	Problem definition summary & Dissertation
Identify, recognise and understand internal and external business intelligence and factors that may impact future operations.	Business Economics BBS-4-ECO: (A1)(A2)(A3)(A4)(A5)	Business report with supporting Excel spreadsheet
	Marketing Metrics and Analysis BBM-5-MMA: (A1)(B1)	In-class test Data analysis – case study or work-based
	The Communications Manager BBM-5-TCM: (B1)(B2)	Academic essay Individual Communications Plan
	Marketing Strategy & Planning BBM-6-MSP: (B1)	Individual marketing plan
	Contemporary Issues in Digital Marketing BBM-6-CIM: (B3)(B4)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Marketing Project BBM-6-MAP: (A1)(B2) (C1)	Problem definition summary & Dissertation
Interpret, communicate and brief internal or external stakeholders on digital business requirements.	The Communications Manager BBM-5-TCM: (B2)	Academic essay Individual Communications Plan
	Marketing Metrics and Analysis BBM-5-MMA: (B1)(C1)(C2)(D1)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy – BBM-6-DDM: (C1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Strategy & Planning BBM-6-MSP: (C1)(D1)	Individual marketing plan

Occupational Knowledge

Standard	Delivered by the following module(s) (& Learning Outcomes)	Method of assessment
The strategic implications of the disruptive digital environment.	Contemporary Issues in Digital Marketing BBM-6-CIM: (A1)(A2)(A3)(A4)B1)(B2)(B3)(C1)(C2)(D3)	Plan & storyboard for a multi-media presentation Multi-media presentation
Natural/organic and paid marketing to increase the visibility and promotion of websites.	Marketing in a Digital World BBM-4-MDW: (A1)(B1)	Group presentation, individual reflection
	Marketing Metrics and Analysis BBM-5-MMA: (A1)(B1)(C1)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
The leading marketing theorists and practitioners when managing and implementing brand equity, brand awareness and strategic brand management.	The Innovation & Product Manager	Product offer audit including recommendations Reflective report
	Brand Management BBM-6-BMA: (A1)(B1)(B2)(C1)(C2)	Brand Creation Report Exam
Professional bodies and their insights into emerging technologies, trends and themes within the digital marketing environment.	Direct and Digital Marketing Strategy – BBM-6-DDM: (A2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Contemporary Issues in Digital Marketing - (A3)(B2)	Plan & storyboard for a multi-media presentation Multi-media presentation
Customer insight, strategic relationships, acquisition and focus of customers, taking into account the customer experience and retention / loyalty.	The Insight Manager BBM-5-TIM: (B1)(B2)(C1)	Employability skills Market research project report
	Consumer Behaviour Analyst BBM-5-CBA (A1)(A2)(B1)(B2)	Individual presentation Individual report

	Marketing Metrics and Analysis BBM-5-MMA: (A1)(B1)(C1)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy – BBM-6-DDM: (C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Marketing Strategy & Planning BBM-6-MSP: (B2)	Individual marketing plan
How to foster business-to-business (B2B) marketing relationships through social media to launch products based on price and popularity.	Marketing Metrics and Analysis BBM-5-MMA: (A1)(B1)(C1)(D1)	In-class test Data analysis – case study or work-based
	The Innovation & Product Manager BBM-5-IPM: (B1)(B2)(C2)	Product offer audit including recommendations Reflective report
	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(B2)(C1)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
The types of online and offline paid, owned and earned media, and how this works together.	Marketing in a Digital World BBM-4-MDW: (A2)(B1)	Group presentation, individual reflection
	The Communications Manager BBM-5-TCM: (C1)(D1)	Academic essay Individual Communications Plan
	Direct and Digital Marketing Strategy – BBM-6-DDM: (B1)(C1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Digital marketing regulatory requirements, data protection, compliance and ethics, both national and international.	Financial Accounting Fundamentals BAF-4-FAF:(A5)	In-class tests & case study reflective report
	Contemporary Issues in Digital Marketing BBM-6-CIM: (A1)(C1)	Plan & storyboard for a multi-media presentation Multi-media presentation

	Direct and Digital Marketing Strategy – BBM-6-DDM: (A2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
The Digital Marketing environment for International marketing and multichannel marketing, for agencies as well as clients.	Marketing in a Digital World BBM-4-MDW: (A1)(A2)(B1)	Group presentation, individual reflection
	Contemporary Issues in Digital Marketing BBM-6-CIM: (A1)(B4)	Plan & storyboard for a multi-media presentation Multi-media presentation
Stakeholder and customer requirements, commercial awareness and business improvement processes that are relevant to campaign management.	Business Economics BBS-4-ECO: (B1)(B2)(B4)	Business report with supporting Excel spreadsheet
	The Communications Manager BBM-5-TCM: (B1)(B2)	Academic essay Individual Communications Plan
	Marketing Strategy & Planning BBM-6-MSP: (B2)	Individual marketing plan
Digital graphic design, interface design, and authoring.	Marketing in a Digital World BBM-4-MDW: (A1)(A2)(B1)	Group presentation, individual reflection
	Direct and Digital Marketing Strategy – BBM-6-DDM:(B1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	The Media Relations Manager BBM-5-MRM: (D1)	Media & Content Analysis &Written portfolio
The user experience, and how to maximise engagement.	Consumer Behaviour Analyst BBM-5-CBA (A1)(A2)(B1)(B2)	Individual presentation Individual report

	Marketing Metrics and Analysis BBM-5-MMA: (B1)	In-class test Data analysis – case study or work-based
	The Media Relations Manager BBM-5-MRM: (B1) (C2)	Media & Content Analysis & Written portfolio
	Direct and Digital Marketing Strategy – BBM-6- DDM:(B1)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
Segmentation, targeting and application of sales funnel, path to purchase, and customer attribution.	Principles of Marketing BBS-4-PRM: (A1) (A3)	Short answer tests and reflective piece
	Marketing Metrics and Analysis BBM-5-MMA: (B1) (C1)	In-class test Data analysis – case study or work-based
	Direct and Digital Marketing Strategy – BBM-6- DDM:(B1)(B2)(C2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
E-commerce and the importance of product descriptions, images, site layout and what makes a good online shopping experience.	Marketing in a Digital World BBM-4-MDW: (A1)(A2)(B1)	Group presentation, individual reflection
	The Media Relations Manager BBM-5-MRM: (B1)(C2)	Media & Content Analysis & Written portfolio
	The Communications Manager BBM-5-TCM: (B3)(D1)	Academic essay Individual Communications Plan
	The Innovation & Product Manager BBM-5-IPM: (B1)(C1)	Product offer audit including recommendations Reflective report
	Direct and Digital Marketing Strategy – BBM-6- DDM:(B1)(B2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan

Behaviours:

Standard	Delivered by the following module(s) (& Learning Outcomes)	Method of assessment
Ability to communicate and actively listen at all levels.	Concepts of Management BBS-4-COM (C2)	Online Quizzes E-portfolio
	Marketing in a Digital World BBM-4-MDW: (C1)(C2)(D1)	Group presentation, individual reflection
	Contemporary Issues in Digital Marketing BBM-6-CIM: (B2)(C3)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Marketing Strategy & Planning BBM-6-MSP: (D1)	Individual marketing plan
	Work-based Evidence	One File Portfolio
Ability to work under pressure and autonomously, and interact effectively within teams.	Concepts of Management BBS-4-COM (B1)	Online Quizzes E-portfolio
	Marketing in a Digital World BBM-4-MDW: (D1)	Group presentation, individual reflection
	Work-based Evidence	One File Portfolio
Understand the impact of work on others, especially where related to culture, diversity and equality.	People and Organisations BBM-4-PEO: (B1)(B2)(D1)	Group interview and selection exercise Individual reflection
	Concepts of Management BBS-4-COM	Online Quizzes E-portfolio
	Marketing in a Digital World BBM-4-MDW: (D1)	Group presentation, individual reflection
	Work-based Evidence	One File 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.	Marketing in a Digital World BBM-4-MDW: (C2)	Group presentation, individual reflection
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1) (D1)	Problem definition summary & Dissertation

	Work-based Evidence	One File Portfolio
Show integrity and respect for confidentiality and data security in work and personal situations.	Direct and Digital Marketing Strategy – BBM-6-DDM: (A2)	Group presentation Individual Written Report and Preparation of Direct and Digital Marketing Plan
	Work-based Evidence	One File Portfolio
Be enthusiastic and have a thorough and flexible approach to work and to personal development through CPD and life-long learning.	Concepts of Management BBS-4-COM (A1)	Online Quizzes E-portfolio
	Contemporary Issues in Digital Marketing BBM-6-CIM: (A3)(A4)(C3)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Work-based Evidence	One File Portfolio
Logical thinking and a creative approach to problem solving to systematically analyse and apply structured techniques to complex systems and situations.	Concepts of Management BBS-4-COM (B1)	Online Quizzes E-portfolio
	Contemporary Issues in Digital Marketing BBM-6-CIM: (A2)(B1)	Plan & storyboard for a multi-media presentation Multi-media presentation
	Marketing Project BBM-6-MAP: (A1) B1) (B2) (C1) (D1)	Problem definition summary & Dissertation
	Work-based Evidence	One File Portfolio

Appendix D: 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]

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

higher education provider	organisations that deliver higher education
independent learning	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
intensity of study	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
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
term	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)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment

tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	see 'total study time'
written examination	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

