

COURSE SPECIFICATION: Student Learning Experience



**ROBERT GORDON
UNIVERSITY • ABERDEEN**

Master of Science [MSc] Digital Marketing (for cohorts from 2022/23)

STUDENT LEARNING EXPERIENCE

The **Purpose** of the University is:

- To be an innovative, inclusive and professionally focused University that has a positive impact on those we serve.

The **Mission** of the University is:

- To transform people and communities by providing excellent teaching, research and enterprise opportunities to contribute to economic, social and cultural and environmental sustainability.

The **Culture** of the University is:

- To recognise and celebrate the values of curiosity, authenticity, approachability, collaboration, enterprise, ambition, respectfulness, and equality.

Driven by the spirit of curiosity to continually improve, our values and principles will guide us. Our partnerships with other organisations and the communities we serve are also a mechanism to develop and grow our diversity. We have a strong commitment to widening and extending access to our courses, regardless of an individual's background.

At the core of the University's significant achievements is the commitment and dedication of our people. The sense of partnership between our staff and students is strong and supporting our students to succeed in their studies and beyond is deeply ingrained in our culture. These features are reflected in the University's student satisfaction rates, which in recent years have consistently placed RGU in the top 10 of universities in the UK.

RGU has a long history of inspiring highly employable graduates. This is achieved through close, collaborative contact with employers in the design and delivery of our curriculum; the range and breadth of accreditations with professional and statutory bodies; the significant role work placements and work-based learning play within our courses; and the embedding of enterprise across all our activity. In a changing society, we will ensure the continued evolution of our curriculum so that our graduates can continue to succeed in their ambitions and make a positive impact within society well into the future.

To achieve our ambitions, our curriculum must be global in outlook, and we must maximise the international reach of our course portfolio. The University's research activities must have international impact and our enterprise activities must reflect the global reach of the economic sectors we work with and the ambitions of the region.

RGU recognises that the creation of a sustainable future for all is a priority that unites us globally, and which demands expertise, creativity, and innovation from all subject areas and professional disciplines. Consequently, sustainability is integrated into all courses, equipping students with skills and competences that are essential for their future careers and lives.

Course Philosophy and Overview

The MSc Digital Marketing has been designed to create graduates with a unique combination of skills and knowledge in respect of digital marketing. The theoretical and practical attributes that will be gained from the course will create individuals who are capable of designing, delivering and evaluating digital-marketing strategies and campaigns.

The course is delivered by both academic staff and digital-marketing practitioners who will be involved in leading-edge practice. The field of digital marketing requires the content of the course to be continually updated and refreshed in order to ensure that the material being delivered is both contemporary and relevant. MSc Digital Marketing will create an environment and framework whereby students will be involved with digital-media projects in collaboration with relevant businesses.

The course aims to further professional practice and has been designed in close consultation with industry. The students will have a plethora of opportunities to engage with industry through workshops, guest speakers and client projects. The course encourages students to contextualise their learning within professional practice through these collaborations with industry and the subsequent projects that will be constructed.

The course has been specifically designed and framed in a way to facilitate deep learning, portfolio development and the creation of an invaluable network of industry links. The North East of Scotland provides students with a unique and vibrant context to study digital marketing due to the high level of digital economy activity.

Digital Marketing is a field whereby change is ever present, particularly in terms of the approach to marketing and the technologies available. Consequently, the course has been designed to maximise flexibility in relation to both delivery and content. The course places significant emphasis on student-centered approaches in order to foster a culture of continuous learning and professional development.

The MSc Digital Marketing is delivered within the School of Creative and Cultural Business in a purpose-built modern facility designed by Norman Foster, which was completed in 1998 but has benefited from redevelopment in 2013 as part of the University's £120 million campus development.

TEACHING AND LEARNING STRATEGY

The MSc Digital Marketing aims to provide a learning experience that is vocationally focused, interactive and student-centered with a dialogue between student, staff and industry at its core. The course provides students with the opportunity to apply knowledge and skills to real-world business scenarios, and evaluate the success of the approaches used. The course aims to introduce the student to a wide range of technologies and techniques, providing them with an overview of the digital-technology landscape. In ensuring students take responsibility for their studies, an ethos of continuous learning and development is pursued and deep learning is encouraged.

The objectives of the learning process are to provide the student with opportunities to:

- Develop a critical understanding of the Digital Marketing environment, the different tools, platforms and techniques available.
- Evaluate client needs and select appropriate tools and technologies accordingly.
- Analyse and critically appraise digital-marketing concepts and their application to business scenarios.
- Develop the skills and knowledge required to use a range of industry standard programs, platforms and equipment.
- Appraise current management theory and organisational behaviour.
- Evaluate the role of public relations and the application of digital technologies within public-relations practice.
- Develop the ability to apply analytic tools and software.
- Develop the ability to acquire, analyse and present data effectively, drawing on and implementing a range of research methods, approaches and technologies.
- Develop decision-making skills and processes based on data gathering and analysis.
- Synthesize learning and apply theory and concepts to business scenarios.
- Develop a range of transferable employability skills focused on project management, communication and decision making.
- Develop an understanding of legal and ethical issues and frameworks surrounding digital marketing and data acquisition and management.

The course curriculum is designed to develop creative and reflective practitioners, enabling students to identify learning needs and acquire, develop and enhance their knowledge, understanding and skills accordingly. The course encourages autonomous enquiry, problem solving and innovative thinking, and is aligned with the aims and learning outcomes at Masters level

corresponding to the Scottish Credit and Qualifications Framework (SCQF11). Key transferable skills such as project, team and data management; group work and effective communication are developed throughout the course.

With flexible delivery embedded at its core, the course uses a combination of teaching methods and sources of expertise. Tutorials and blended-learning materials are used to introduce and discuss underpinning theories, knowledge and skills. This knowledge is then explored further in a professional context through a series of practitioner-led workshops. The ability to apply theory to practice is demonstrated through a range of assignments developed in conjunction with industry partners. All modules develop both the theoretical and the practical and are assessed in part through live projects in collaboration with local businesses, allowing students to develop their portfolio and build linkages and contacts within industry.

Students will engage with the course through tutorials and workshops and will be expected to engage with a range of software and online platforms. Whilst CampusMoodle will form the primary platform for hosting content, a range of other blogging platforms, streaming services, web sites and related services will be used within specific modules. In addition to the standard IT provision offered by the University, students will have access to a wide range of specialist software and equipment, and a range of professional level high definition cameras and associated audio visual equipment.

ASSESSMENT

Assessment methods are designed to support the teaching and learning strategy. Various forms of assessment are used to monitor student progress. Assessment practice follows the University policies, details of which can be found at <https://www.rgu.ac.uk/about/academic-affairs/assessment-policies-and-procedures>.

Assessments have been designed to ensure module and course-wide learning outcomes have been met following the SCQF Level 11 characteristics of knowledge and understanding; practical skills; generic cognitive skills; communication, ICT and numeracy skills and key employability, enterprise and transferable skills. Assessment is by coursework across all modules and where applicable is developed in conjunction with industry partners, allowing students to apply theory and concepts to real-world situations. Coursework will feature a variety of digital-media outputs in addition to reflective reports, presentations, research projects and essays.

In accordance to University guidelines feedback on assignments will be returned to students within four weeks of submission. Feedback may be provided in a text based or audio format and aims to provide students with advice on how to improve their work in future in addition to explaining the awarded mark and highlighting problems and areas of commendation within the submitted work. Assessments are moderated internally with a sample being second marked to ensure the standard and consistency of marking, with a sample also being sent to the appropriate External Examiner for comment and moderation.

SUPPORT FOR TEACHING, LEARNING AND ASSESSMENT

The University provides a number of means of supporting teaching and learning:

- student induction organised on a course or School basis;
- an ongoing scheme of personal/pastoral support for students, including online support, provided by the *Inclusion Centre*;
- an extensive programme of student study skills delivered through *Student Life* and the *Library*;
- an extensive library of learning resources;
- close collaboration with industry and professional, statutory and regulatory bodies;
- the University's active participation in the Quality Assurance Agency's Quality Enhancement Themes, www.enhancementthemes.ac.uk;
- support for staff from the *Department for the Enhancement of Learning, Teaching and Assessment (DELTA)*, including credit rated teaching, learning and assessment provision;
- extensive opportunities for student placements with companies or organisations, academic overseas exchange programmes, and support for entrepreneurial activity and community engagement opportunities;
- access to a range of professionally qualified, quality assured careers professionals to support individual students and graduates career planning and opportunity search, supported by a range of bespoke and contemporary online advice and information including the extensive RGU eHub;
- *Moodle*, <http://campusmoodle.rgu.ac.uk/>, the University's dedicated virtual learning

- environment;
- a commitment to knowledge exchange and technology transfer through focused research activity, which contributes to the critical underpinning for all taught courses;
- the expanding provision of state-of-the-art, purpose-built facilities and buildings.

A detailed induction session will be provided for all incoming MSc Digital Marketing students, who will receive detailed briefings on how to access and use CampusMoodle, IT provision and the library service. In addition to the induction session a course handbook provides detailed information on all aspects of the course. CampusMoodle is used to make course and module handbooks available and as a source of generic support materials for the School of Creative and Cultural Business's postgraduate students, e.g. on referencing, report and essay writing, and the use of the electronic library resources. The course team makes full use of available technologies in teaching, learning, assessment and research and offers support in enabling students to use the available tools.

Students receive detailed briefings on how to avoid plagiarism and other forms of academic misconduct and on what they can expect in terms of assignments and classroom teaching styles. International students also participate in a tour of Aberdeen and surroundings and other events organised by the International Office.

In addition to offering pastoral support, the Course Leader acts as Advisor of Studies to the students on the Digital Marketing course and is able to guide students to additional support services where required.

MONITORING OF QUALITY AND STANDARDS

The University employs several mechanisms for evaluating and improving the quality and standards of teaching, learning and assessment, including:

- *Annual Course Appraisal Reports* are prepared for each course and reviewed and approved by Course/Programme Management Teams and School Academic Boards which consider, amongst other things, feedback generated from student questionnaires;
- *Institution-Led Subject Review*, involving external panel members, on a six-yearly basis to formally review its major subject provision, followed by a three year interim review to monitor progress against actions/issues raised through the review process;
- *External Examiner Annual Reports*;
- Ongoing liaison with industrial/professional liaison groups.

Formal Committees with responsibility for monitoring and evaluating quality and standards:

- Staff/Student Liaison Committees, or equivalent;
- Course/Programme Management Teams;
- School Academic Boards;
- Assessment Boards;
- Quality Assurance and Enhancement Committee and associated Sub-Committees.

The School of Creative and Cultural Business is committed to the highest standards of quality and best practice in pedagogy and research within an environment which values all associated stakeholders. A number of internal and external mechanisms are in place to ensure the quality, integrity and high standards that the course aspires to. Mechanisms for monitoring quality include:

- Formal feedback gathered through Course Evaluation Questionnaires which allows students to feedback in detail on all aspects of the course, learning environment, support services and facilities.
- Comments from external examiners on assessment design, feedback and standard of assessments.
- Advice from accrediting bodies.
- Advice and feedback from industry liaison groups.

Feedback from the Course Evaluation Questionnaire and External Examiners are made available to the course leader and are addressed fully in an Annual Programme Appraisal.

FEEDBACK FROM STUDENTS

The University and RGU:Union work in partnership to create an environment which stimulates:

- the participation of students, by empowering them to proactively provide views and opinions;
- a supportive learning community where students and staff engage in meaningful dialogue;

- and
- the engagement of students in the design of solutions and enhancements.

This approach is underpinned by the *Student Partnership Agreement* which promotes the ethos of partnership at all levels of the University. Further information can be found at the Student Representation and Partnership CampusMoodle Area: www.rgu.ac.uk/studentpartnership.

There are a variety of opportunities for students to provide feedback to the University, and to become actively involved in shaping their learning experience. These opportunities are integral to the University's approach to the quality assurance and enhancement of teaching and learning, and the holistic student experience. Mechanisms through which students are engaged and supported include:

- participation in student evaluation questionnaires and where relevant the *National Student Survey (NSS)*;
- staff/student liaison arrangements at course/programme level;
- support for Student Representatives;
- student representation on Institution-Led Subject Review Panels and Validations;
- student representation on key University committees.

The University uses a variety of mechanisms to obtain feedback from students, and to involve them in their learning experience. This is integral to the University's approach to quality assurance and the enhancement of teaching and learning. Mechanisms include:

- Student Experience Questionnaires.
- Staff-Student liaison arrangements.
- Student representation on Institution-Led Subject Review Panels
- Student Representation on University committees.
- Student representation through the Student Association.

A student from the MSc Digital Marketing will be appointed at the beginning of each session to act as representative for the class. They will represent the interests of the class at Staff-Student Liaison meetings, Programme Management Team meetings and on an ad-hoc basis where any situations may occur.

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NOTE

This document constitutes one of two course documents that should be read together:

Course Specification: Core Award Data

Course Specification: Student Learning Experience

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