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Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title BSc Digital Marketing (Integrated Degree Apprenticeship)

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London
3. School responsible for management of the programme	Kent Business School
4. Teaching Site	190 Holborn, London
5. Mode of Delivery	Full-time Part-time Degree Apprenticeship Accelerated
6. KentVision Academic Model	
7. Programme accredited by	
8. a) Final Award	BSc Digital Marketing BSc Digital Marketing (Integrated Degree Apprenticeship)
8. b) Alternative Exit Awards	Certificate HE in Digital Marketing Diploma HE in Digital Marketing
9. Programme	Digital Marketing
10. UCAS Code (or other code)	
11. Credits/ECTS Value	360 (180 ECTS)
12. Study Level	4-6
13. Relevant QAA subject benchmarking group(s)	Business and Management 2015 (SBS)
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	Nov. 2018
15. Intended Start Date of Delivery of this Programme	Sept. 2019

16. Educational Aims of the Programme

The programme is more ambitious in scope than a traditional course, aiming to develop a new kind of business professional for the 21st century, cognisant of their social responsibilities to the community as well as to the needs of their investors, shareholders, and employers. In the digital age of pervasive social media, this is a commercial as well as an ethical imperative, and one with which students on the programme will be fully acquainted.

The programme aims to socialise students into the professional world, paying equal attention to the development of those capacities crudely labelled as “employability skills” (although mindful of the fact that they may not seek to be employed in today’s fluid business environment) as to their business knowledge. This includes developing attributes in students such as resilience and an appreciation of cultural diversity and its impact on commercial entities and decision-making, particularly in a global business environment. Mainly taught in a Pearson corporate office building at 190 High Holborn by business professionals and academics, students will learn about business holistically from within a business; learning how to make maximum impact in a corporate environment with word and deed, by applying their developing knowledge to the solution of realistic business problems.

This programme is designed to comply with the Digital Marketer Integrated Degree Apprenticeship Standard; thus, equipping students with the contemporary knowledge, skills, and ethical awareness required to succeed in a modern marketing environment. The programme structure allows students to learn not only the core principles of marketing, and its philosophical basis, but also to harness an ability to apply cutting-edge techniques required in the digital age. Within the programme, there are two separate degree titles: i. *BSc Digital Marketing*, which is not a degree apprenticeship, offering full-time, part-time, and accelerated modes; and ii. *BSc Digital Marketing (Integrated Degree Apprenticeship)*, which accounts for the degree apprenticeship delivery.

A core theme throughout the programme – within the two separate degree titles – is an appreciation of the ongoing progression of the digital capacity of business management at both tactical and strategic levels. Learners will be required to understand, adapt, and utilise the ever-changing technological landscape within the consumer and competitive environments at national and global scales. The specific aims of the programme are set out below under three core requirements of a digital marketer at this level:

Core 1: Tactical-to-strategic level market orientation within the digital environment

- To ensure students have a clear understanding of the principles of market orientation as a key driver to sustainable business development; including embedding principles and concepts underpinning customer and competitor orientation within a digital environment.

Core 2: Technology and data underpinning digital marketing

- To ensure students understand an extensive range of technology and data management principles within a market orientated omni channel setting: Google, website design, CRM systems, mobile marketing, data analytics, and social media platforms.

Core 3: Legal, regulatory and financial requirements

- To develop students’ abilities to compute financial, ROI, and budgetary requirements of omni-channel marketing activities and plans. In addition, students will develop a clear understanding of the regulation and legal requirements placed on digital marketers at both a national and international level.

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17 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills, and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Business and Management (2015). This programme is designed to comply with the Digital Marketer Integrated Degree Apprenticeship Standard.

A. Knowledge and Understanding of: *(i.e. subject-specific knowledge and understanding)*

A1	Core 1	A systematic knowledge and comprehensive understanding of the philosophical approach to marketing within the digital environment and how this helps translate into managers' development of an organisation's digital offering at both tactical and strategic levels (SB 3.2, 3.4, 3.5, and 3.7)
A2	Core 2	A systematic knowledge and comprehensive understanding of the existing and emerging technical requirements and platforms used to enact and underpin digital marketing activities (SB 3.5)
A3	Core 3	A systematic knowledge and comprehensive understanding of the existing and emerging legal and regulatory demands of digital marketing: Data protection, privacy legislation, Direct Marketing Association Code of Practice, ASA codes and preference services (SB 3.2)
A4	Core 3	A comprehensive knowledge and understanding of the financial and budgetary requirements of designing and implementing digital marketing campaigns in order to demonstrate return on investment (SB 3.6)

B. Intellectual Skills:

B1	Core 1, 2 and 3	Critically analyse and evaluate an organisation's digital marketing activities considering the competitive landscape (national and global), legal/regulatory requirements, existing and emerging technology, as well as from financial and budgetary perspectives. (SB 3.2, 3.5, 3.6 and 3.7)
B2	Core 1, 2 and 3	Draw upon a comprehensive understanding of the customer, competitor, legal/regulatory, technological landscapes in order to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions. (SB 3.2, 3.5 and 3.7)
B3	Core 1, 2 and 3	Develop a conceptual understanding of the subject to critically analyse and evaluate current research relating to multiple aspects of digital marketing. (SB 3.9)
B4	Core 1, 2 and 3	Apply a range of appropriate techniques to analyse data to help solve business problems, which may be structured or unstructured in nature, while appreciating the ambiguity that such problems may present (SB 3.8 and 3.9)

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B5	Core 1, 2 and 3	Critically evaluate digital marketing methodologies and develop critiques of them, and, where appropriate, propose new ways of thinking to improve understanding (SB 3.8 and 3.9)
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C. Subject-specific Skills:

C1	Core 1, 2 and 3	The ability to critical evaluate organisations' digital marketing activities, at both tactical and strategic levels within the context of customer, competitor, technical, legal, and financial perspectives (SB 3.8 and 3.9)
C2	Core 2	The ability to conceive how new and emerging technology can add value to an organisation's offering or even take it away (SB 3.8 and 3.9)
C3	Core 3	The ability to critical identify issues with an organisation's social responsibility, governance, legal, and regulatory compliance with the Data protection, privacy legislation, Direct Marketing Association Code of Practice, ASA codes and preference services (SB 3.8 and 3.9)
C4	Core 3	The ability to devise financial budgetary statements in order to help demonstrate ROI on digital marketing projects and campaigns (SB 3.8 and 3.9)

D. Transferable Skills: As per the Digital Marketer Integrated Degree Apprenticeship

D1	Core 1, 2 and 3	Ability to communicate and actively listen at all levels (SB 3.9)
D2	Core 1, 2 and 3	Ability to work under pressure and unsupervised, and interact effectively within teams. (SB 3.9)
D3	Core 1, 2 and 3	Consider the impact of work on others, especially where related to culture, diversity and equality (SB 3.9)
D4	Core 1, 2 and 3	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 (SB 3.9)
D5	Core 1, 2 and 3	Show integrity and respect for confidentiality and data security in work and personal situations. (SB 3.9)
D6	Core 1, 2 and 3	Be enthusiastic and have a thorough and flexible approach to work (SB 3.9)
D7	Core 1, 2 and 3	Logical thinking and a creative approach to problem solving to systematically analyse and apply structured techniques to complex systems and situations (SB 3.9)

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated:

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Teaching/learning strategies and assessment methods and strategies differ slightly between the non-apprenticeship and the integrated degree apprenticeship. Students on the degree apprenticeship will spend 20% of their working week dedicated to off-the-job teaching and learning activities. Therefore students will have one day per week dedicated to their teaching and learning away from their apprenticeship work setting. The below teaching, learning and assessment methods and strategies outline the difference between degree apprenticeship and non-degree apprenticeship students.

All students are provided with the same resources on the Online Learning Environment (OLE), which is the backbone of the programme and ensures a minimum level of consistency. The programme is based on a blended pedagogy that allows students to experience primarily face to face teaching over the programme while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place. Modules can either be studied in the interactive class-based model or the mentored independent study model. This approach will provide the opportunity for students to clarify issues arising from their reading or any of the above activities, as well as to seek guidance on how to develop and improve their skills. As such, there are both knowledge and skills components to this support, but tailored to the specific needs of the individual students.

We expect students to experience a combination of these models during their time on the programme.

Live or Recorded Lectures: These provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context. As such, lectures relate mainly, although not exclusively, to the knowledge outcomes A1-4 set out above. Students on the part-time mode will experience these lectures on-line (normally pre-recorded) in order to maximise the benefit of their time spent in face-to-face study. Students on the other modes will typically experience them live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded. Degree apprentices will attend lectures (either live or pre-recorded) on their study day.

Seminars: These provide a forum for students to explore and practise techniques, and explore and apply theory to problems and case studies, developing their skills and deepening their knowledge in the process. These typically last 1.5 hours with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance. Within these seminars students will have the opportunity to deepen their understanding and knowledge of the topic and undertake formative assessment. The focus is on the cognitive and business skills set out above at B1-5 and C1-4. These may be experienced live (face to face or synchronously online in a virtual classroom) and of course the students on the degree apprenticeship route will show evidence of their business skill with their end point assessment.

Integrated Degree Apprenticeship Teaching and Learning:

The Education and Skills Funding Agency Apprenticeship Funding Rules require that *at least 20 per cent* of an apprentices' working hours must be spent on off the-job learning and that apprentices cannot be required to spend time outside their working hours on their study. Consequently, students on the degree apprenticeship will embark on 45 credits of learning in terms one and two and 30 credits of learning in term three (see table on page 11). On a weekly basis 45 credits entails up to 7.5 hours of seminar and lecture time. The remaining notional learning hours are spent on on-the-job learning as apprentices apply theory to their workplace practice, and develop their work-based projects. A lighter load is provided in the summer in order to account for the legal requirements of an apprentices' annual leave and to permit time for development of the e-portfolio. Part-time students will also follow the same credits per term, condensed in to one day per week.

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Assessment Support: These will provide the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills. As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students. Students will have open access to their module tutor for advice by a range of digital communication methods. For students on the part-time and degree apprenticeship routes, digital communication methods are likely to be preferred means of communication.

Assessment Strategy

For all students, a variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Written examinations;
- Presentations including live face to face, live digitally transmissible and recorded
- Podcast
- Demonstrations / Simulations – technology-based practice demonstration
- Reports
- White papers
- Blogs/Vlogs
- Campaign financial budgets
- Webinars
- Practice-related coursework (for example: Advertising campaigns, Wireframe design for an app, Pitches, Briefing notes for a manager / Board of Directors, Business cases, Management Reports, Presentations, Training slides, and Interviews).

For students on the degree apprenticeship, the assessments set will reflect the above tools yet the centre of the assessment will always focus on the organisation they are located within. This may include, where appropriate, a focus on gathering evidence to demonstrating their learning within practice. The line of questioning will be virtually the same as the assessment on the non-degree apprenticeship route, yet where case study businesses are utilised, the degree apprenticeship employer will be used. Typically assessments here will state something on the lines of: ‘For the organisation where you are situated as an apprentice, respond to the following tasks using evidence gathered from the workplace to support and justify your arguments.’

Degree Apprenticeship End point assessment (EPA):

Apprentices who have completed all modules within the degree programme (please see the table on page 10) and who are on course to pass the degree, will be put forward for the EPA. The EPA consists of three parts:

1. Report on a work-based project (3 months) agreed between the employer and Pearson College London;
2. Presentation of the report (30 minutes) to a panel comprised of at least an independent assessor and the employer; and
3. A 1 hour 15 minute interview, conducted by an independent assessor, which explores the knowledge, skills and behaviours set out as part of the apprenticeship standard.

In order to prepare candidates for the EPA, the level 6 module entitled Digital Marketing Management will provide the work-based project for the first element of the above assessment and,

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thus, pre-test candidates' knowledge, skills and behaviours specifically required as part of the Digital Marketer Integrated Degree Apprenticeship (IDA) Standard.

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire programme; and
- In the course of this assessment regime, students' written, oral, and online communication skills will be tested along with their capacity to work individually and in a team under pressure.

Feedback:

Students will have the opportunity to receive formative feedback. This will generally take place during the post-reading week within each term. Feedback will be provided in writing and orally. Mock presentations and examinations are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment at the end of the term.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment (OLE) students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Google Academy modules (or equivalent). These online modules will be form part of the diet of learning for specific module (options and core). Regardless of what modules students elect all Google Academy modules will be available for students to complete.
- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets, or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

Students can access all their recommended reading digitally via online Reading Lists. Online reading lists are embedded into students' modules on the OLE and are also accessible via the College's reading list portal.

Students can access a wide range of library resources relating to their studies via the online library including databases, eBooks, academic articles, market reports, company profiles, statistical datasets, legal materials, video resources and more. The Library Service also offers a range of study skills resources that students may find useful to refer to when developing their academic skills.

Talent Development information:

Pearson College London has a Talent Development service and every student has the opportunity to book a one-to-one to receive tailored guided support. Students are encouraged to reflect on their

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experiences, review possible career options, and develop an action plan for next steps. One-to-ones enable the Talent Development team to gain a better understanding of the students' aspirations and goals. The Talent Development team can use their records of these meetings to target opportunities to students interested in specific fields.

The Talent Development team also support students through the application and selection process for internships and graduate roles, the development of their LinkedIn profiles, review and feedback on their CVs and general guidance on how to research and target employers.

In specific relation to this degree programme, students will be encouraged to start and maintain a digital portfolio of evidence (pebblepad or equivalent). Students will be encouraged, through Pearson's Talent Development, to submit and continually maintain their portfolios with completed assessments and evidence of other learning activities they complete throughout the course e.g. Google Academy certificates. Student will then utilise this in order to pursue job opportunities within the field of digital marketing.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

Introduction to the Programmes

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus, obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>. For degree apprenticeship students, a significant amount of their learning and development, linked to the learning outcomes (B, C and D) will take place within the workplace. Consequently, the diet of study, see the table on page 10, shows that degree apprenticeship students will undertake at least two 30 credit modules per level which will direct them in pursuing and capturing their work based learning. In addition to this the 30 credit Digital Marketing Management module, which is linked to the EPA, captures an additional 30 credits of work-based learning (WBL) at level 6.

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree, students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate of Higher Education in Digital Marketing. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma of Higher Education in Digital Marketing. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BSc non-honours degree.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#fallbackawards>.

Pearson College runs three start dates per calendar year with terms commencing in September, January and June. The September start date is available for students applying through the conventional route via UCAS, with the January and June start dates available for employer-sponsored programmes, including apprenticeships, subject to demand and minimum cohort numbers.

Transferring between Non Degree Apprenticeship to Degree Apprenticeship (and vice versa)

Students will normally be permitted to transfer from the degree apprenticeship to the non-apprenticeship version of the degree. Transfer from the non-apprenticeship to the apprenticeship will normally only be permitted up to the end of Level 4, to ensure that there is sufficient time for the work-based skills and behaviours to be developed in the remainder of the programme. It is also essential to comply with the minimum term of an apprenticeship (one year). In either case, programme leader review and consultation will be required when such cases arise in order to ensure a clean transition.

Acceleration (Non-Apprenticeship Only)

The non-degree apprenticeship delivery version of the degree is available to be studied on an accelerated basis, giving students an opportunity to complete their degree in two years rather than

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the traditional three. Students who accelerate study during the summer term, thus completing three terms per academic year, rather than two. Accelerated degrees are an important aspect of Pearson College's distinctive and flexible approach to higher education provision. Accelerated programmes are academically demanding and require high levels of commitment as well as good time management skills. They are therefore not suitable for all students. Provision may be made for students to apply direct for an accelerated programme, subject to enhanced entry requirements. Alternatively, students do not apply for accelerated programmes from the outset. Instead, they start on the three-year programme and apply to accelerate during the second term of their first year.

Criteria for acceleration (transfer applications)

Students are permitted to accelerate on the basis of satisfactory performance on the programme, based on their absence record, results in Level 4 assessments and feedback from their personal tutor.

The specific criteria are set out below:

80% attendance at scheduled classes (authorised absences count as attendance)

Full time students study during two terms per academic year and take 60 credits per term (120 credits per year). Students on the accelerated mode study during the Autumn, Spring and Summer terms, taking 60 credits per term (180 credits per year). Students on the degree apprenticeship route will complete 120 credits across the three terms of the year, on a flexible basis taking between 30 and 60 credits in each term.

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Code	BSc Digital Marketing	Level	Credits Values 120 per stage	Indicative term sequence in which modules should be attempted	Accelerate mode
Stage 1: Compulsory Modules					
	Principles of Marketing	4	15	1 or 2	1 or 2
PRSN4100 /BM4002	Agile App. Design for Business	4	15	1 or 2	1 or 2
	Introduction to Digital Marketing	4	15	1 or 2	1 or 2
	Legal and Regulatory Requirements in Digital Marketing and Data	4	15	1 or 2	1 or 2
Stage 1 Optional Modules (60 credits required)					
PRSN4107 /BM4006	Principles of Business 1	4	30	1	1
BM4007	Principles of Business 2	4	30	2	2
PRSN4105 /AS4002	Introduction to Research	4	30	1	1
	Self-Managed Learning: emerging technologies, trends and themes in digital marketing	4	30	2	2
Stage 2: Compulsory Modules					
	Digital Consumer Behaviour	5	15	1 or 2	Y1 term 3 or Y2 term 1
PRSN5121 /BM5013	Sales and Customer Relationship Management	5	15	1 or 2	Y1 term 3 or Y2 term 1
	Omni Channel Communications	5	15	1 or 2	Y1 term 3 or Y2 term 1
	Digital Customer Experience and Value Management	5	15	1 or 2	Y1 term 3 or Y2 term 1
Stage 2 Optional Modules (60 credits required)					
	Self-Managed Learning: Digital graphic design, interface design, and authoring	5	30	1 or 2	Y1 term 3 or Y2 term 1
PRSN5104 /IL5004	Consultancy Project	5	30	1 or 2	Y1 term 3 or Y2 term 1
PRSN5107 /BM5009	Creative Campaigns	5	15	1 or 2	Y1 term 3 or Y2 term 1
PRSN5113 /BM5011	Global Marketing	5	15	1 or 2	Y1 term 3 or Y2 term 1
PRSN5108 /BM5010	Digital and Social Marketing	5	15	1 or 2	Y1 term 3 or Y2 term 1
	Value Proposition Design	5	15	1 or 2	Y1 term 3 or Y2 term 1
Stage 3: Compulsory Modules					
	Social Media Strategy and Analytics	6	15	1 or 2	Y2 term 2 or 3
	Data Analytics and Financing in Digital Marketing	6	15	1 or 2	Y2 term 2 or 3
	Strategic Digital Business Model Building and Transformation	6	15	1 or 2	Y2 term 2 or 3
	Digital Marketing Management	6	30	1 or 2	Y2 term 2 or 3
	Mobile Marketing and Web Design	6	15	1 or 2	Y2 term 2 or 3
	Major Project (Digital Marketing)	6	30	2	Year 2 term 3

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Code	BSc Digital Marketing (Integrated Degree Apprenticeship)	Level	Credits Values 120 per stage	Indicative term sequence in which modules should be attempted
Stage 1: Compulsory Modules				
	Principles of Marketing	4	15	1 or 2
PRSN4100 /BM4002	Agile App. Design for Business	4	15	1 or 2
	Introduction to Digital Marketing	4	15	1 or 2
	Legal and Regulatory Requirements in Digital Marketing and Data	4	15	1 or 2
PRSN4105 /AS4002	Introduction to Research	4	30	1 or 2
	Self-Managed Learning: emerging technologies, trends and themes in digital marketing	4	30	3
Stage 2: Compulsory Modules				
	Digital Consumer Behaviour	5	15	1 or 2
PRSN5121 /BM5013	Sales and Customer Relationship Management	5	15	1 or 2
	Omni Channel Communications	5	15	1 or 2
	Digital Customer Experience and Value Management	5	15	1 or 2
	Self-Managed Learning: Digital graphic design, interface design, and authoring	5	30	1 or 2
PRSN5104 /IL5004	Consultancy Project	5	30	3
Stage 3: Compulsory Modules				
	Social Media Strategy and Analytics	6	15	1 or 2
	Data Analytics and Financing in Digital Marketing	6	15	1 or 2
	Strategic Digital Business Model Building and Transformation	6	15	1 or 2
	Mobile Marketing and Web Design	6	15	1 or 2
	Major Project (Digital Marketing)	6	30	2
	Digital Marketing Management (Apprenticeship End Point Assessment Module)	6	30	3

19 Work-Based Learning

For degree apprenticeship students, a significant amount of their learning and development, linked to the learning outcomes (B, C and D) will take place within the workplace. Consequently, the diet of study, see the table on page 10, shows that degree apprenticeship students will undertake at least two 30 credit modules per level which will direct them in pursuing and capturing their work based learning. In addition to this the 30 credit Digital Marketing Management module, which is linked to the EPA, captures an additional 30 credits of work based learning at level 6.

For students on the degree apprenticeship, the assessments set will reflect the above tools yet the centre of the assessment will always focus on the organisation there are located within. This may include, where appropriate, a focus on gathering evidence to demonstrating their learning within

practice. The line of questioning will be virtually the same as those assessment on the non-degree apprenticeship route, yet where case study firms are used, the degree apprenticeship employer will be used. Typically, assessments here will state something like: 'For the organisation where you are situated as an apprentice, respond to the following tasks using evidence gathered from the workplace to support and justify your arguments.'

Where disabled students are due to undertake a work placement as part of this programme of study, a representative of Pearson College will be available to meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Employers have the responsibility to assess the needs of apprentices and make reasonable adjustments in line with legal requirements for work. Pearson College have the responsibility to assess the needs of apprentices and make reasonable adjustments in line with legal requirements for teaching based learning.

Disabled learners are encouraged to apply for this apprenticeship and, as a duty of care, a representative of Pearson College will be available to meet with the work provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

20 Support for Students and their Learning

- Pearson College London extended induction programme
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Student and Programme handbook
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing <https://www.pearsoncollegelondon.ac.uk/for-students/current-students/policies-and-regulations.html>
- PCL Student Association <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

Academic and pastoral support

- At programme commencement, students will be allocated a Personal Tutor, who will normally act as their academic mentor.
- Degree apprentices will also have a Personal Mentor to reflect the additional responsibilities and monitoring requirements. Degree apprentices will have meetings on a quarterly basis with their Personal Mentor and line manager or company mentor. Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies.
- Students' academic progress will be formally reviewed at least once per academic year by their Personal Tutor in line with PCL's personal tutor policy.
- Personal Tutors will keep records of the formal annual review and other significant meetings with their personal tutees.
- If a student experiences issues or problems which their Personal Tutor or Personal Mentor (in the case of apprentices) the student may contact the Programme Leader.

Learning support

Students with specific learning support needs will be directed to Student Services to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

Accessibility for Google Academy Learning

Where students choose to take the Google Academy extracurricular learning units, to support their studies within their degree, learning support and accessibility is covered by 'Google for Education' (<https://www.google.com/accessibility/>). This policy outlines, to students and staff, the tools which allow online learning, supplied by Google, to be as inclusive as possible. The tools offered by Google will be considered when addressing special needs requirements through Pearson College London's Learning Contract, Personal Tutor and/or Personal Mentor schemes. All Google's current learning support and accessibility tools can be found at:

http://services.google.com/fh/files/misc/edu_accessibility.pdf

21 Entry Profile

The minimum age to study a degree programme at Pearson College is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

Pearson College London aims to recruit students with a variety of backgrounds and perspectives, each of whom have the ability to succeed on the programme, to make an active contribution to the student cohort and to the wider society on programme completion. The entry routes are designed to assess an applicant's potential and motivation rather than solely their prior qualifications. To achieve this aim there is a twin track admissions process for both the BSc Digital Marketing and the BSc Digital Marketing (Integrated Degree Apprenticeship): either UCAS tariff points and interview or Assessment Day and interview.

Tariff Points Route

The typical minimum entry requirements are:

120/128 UCAS tariff points from three level 3 qualifications, such as A Level, BTEC, IB Diploma etc. and interview.

The typical minimum entry requirements for direct entry to the accelerated mode for this programme are:

128/136 UCAS tariff points from three level 3 qualifications, such as A Level, BTEC, IB Diploma etc. and interview. The entry requirements will consistently be the equivalent of at least one grade higher on one A Level to reflect the greater academic demands of the accelerated mode.

Assessment Day Route

This route aims to widen participation responsibly beyond the traditional constituency which historically participates in higher education, enabling the College to admit students with the potential to achieve the learning outcomes set for their chosen degree programmes and successfully graduate from the College, regardless of their prior record of academic achievement.

The vehicle for assessing whether such students do have this potential is the Assessment day. The Assessment Day comprises a series of tests and an interview, designed to assess the following:

Numerical, verbal and non-verbal reasoning
Critical thinking skills
Written communication skills
Oral communication skills
Motivation to study the chosen subject
Motivation and suitability for study in the unique environment of Pearson College London

Currently, we use the following tests for these purposes alongside the interview:

- A piece of written work set on the day;
- The Core Abilities Test <https://login.talentlens.co.uk/v2/RPRHMBKHHU>; and
- The Watson Glaser critical thinking test:
<https://login.talentlens.co.uk/v2/YYJZAZMUAT>

Direct applicants for the accelerated programme will be expected to perform to a higher level in the Assessment Day tests and the requisite level required for the on-line tests and written exercise will be differentiated accordingly.

Interview

The College interviews applicants to assess their potential to succeed on the programme; taking into account their attitude and level of motivation as well as their academic potential and relevant experience. The interview is also important to ensure that students understand as much as possible about studying at Pearson College London before deciding whether to accept an offer of a place.

All applicants are interviewed regardless of their qualifications and experience (and irrespective of whether they are being assessed under the tariff point route or the assessment day route).

Direct applicants for the accelerated mode will be asked additional questions to ensure that they are aware of the additional challenges of completing their degree within two years and to assess whether they possess the additional motivation.

Non-Native English Speakers

Non-native English speakers must demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTSs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub-score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

APL

Students may be admitted at Stage 2 or Stage 3 of the programme, or may gain exemptions from particular modules, based on APL. Such cases are subject to prior approval by the University of Kent and according to its APL process; see:

<http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html>

21.2 What does this programme have to offer?

Students on the programme will have the opportunity:

- To study at a pace (accelerated or standard) and place (face to face in the classroom) of their choosing
- To study modules designed and delivered with direct employer input
- To obtain professional accreditation for their studies wherever possible
- To undertake self-managed learning modules which allow them to design their own module (e.g. by choosing existing modules available at other UK or International HE institutions, by undertaking a MOOC together with an assessment, or by designing a module around their learning in the workplace)
- Design of the programme included industry and student involvement through the College's Design Concept Team (DCT) approach in both curriculum but also the approach to learning, teaching and assessment.

21.3 Personal Profile

A typical applicant might be expected to demonstrate – at the commencement of his/her studies – the following attributes:

- A general interest in marketing and the technological aspect of digital marketing
- A strong interest in developing a career in digital marketing
- A willingness to be proficient at working with others
- Good oral and written communication skills
- A willingness to build knowledge across all aspects of marketing and the technology underpinning digital marketing
- Appropriate levels of numeracy and/or a willingness to develop them
- A willingness to acquire relevant IT skills.

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, see <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Digital Marketer Integrated Degree Apprenticeship Standard

22.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:

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- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

Committees at Pearson College London include:

- Staff-Student Liaison Committee
- Admissions, Progression, Retention and Attainment Committee
- Review and Enhancement Committee
- Academic Board
- School Board
- Executive Team
- Governing Body

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Annual NSS and PCL internal annual student surveys
- Student module evaluations
- Student representation system

22.4 Staff Development priorities include:

Staff Development Programme that includes:

- To complete Google Academy learning modules
- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements (where appropriate)
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Opportunities to return to practice and engage with industry

23 Indicators of Quality and Standards

- PCL QAA Higher Education Review Plus report May 2014 (<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson-College-HER-Plus-14.pdf>)
- QAA Educational Oversight Report May 2015 (<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson%20College-EO-AM-15.pdf>)

Future indicators after the commencement of the programmes will include:

- Annual External Examiner reports
- Annual programme and module monitoring reports (UoK and PCL)
- Result of PCL periodic review

- Result of University of Kent Periodic Review
- Professional Accreditation
- Graduate Destinations

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <https://www.qaa.ac.uk/quality-code>
- QAA Benchmarking statement/s for (Business and Management)
- The Digital Marketer Integrated Degree Apprenticeship Standard (Institute for Apprenticeships & Technical Education)
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/hta.html>
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)
- PCL Plan/Learning and Teaching Strategy

24 Inclusive Programme Design

Pearson College London (PCL) recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Template last updated July 2018

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Module Mapping: *BSc Digital Marketing*

	Stage 1							Stage 2							Stage 3							
	Principles of Business	Principles of Marketing	Agile App. Design for Business	Introduction to Digital Marketing	Legal and regulatory requirements in digital marketing and data	Into to Research	SML: Emerging Tech.	Digital Consumer Behaviour	Sales & CRM	Omni Channel Coms.	Value Proposition Design	Digital and Social Marketing	Creative Camp.	Global Marketing	Digital Customer Experience and Value Management	SML: Digital Graphic Design	Mobile Marketing and Web Design	Social Media Strategy and Analytics	Big Data and Financing in Digital Marketing	Major Project	Strategic Digital Business Model Building and Transformation	Digital Marketing Man.
Programme Learning outcomes																						
Knowledge and Understanding:																						
A1	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A2		X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
A3			X	X	X				X	X		X		X	X	X	X	X				X
A4	X								X	X	X	X	X	X	X		X					X
X																						
B1		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B3			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B4		X	X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
B5			X			X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
Subject-specific Skills:																						
C1	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C2			X	X		X	X		X	X	X	X	X	X	X	X	X	X	X			X
C3	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X			X
C4	X	X							X	X	X		X						X			X
Transferable Skills:																						
D1	X	X	X	X		X	X	X	X	X			X		X	X	X			X		X
D2	X	X		X		X	X		X	X	X	X	X		X	X			X		X	X
D3	X	X			X	X	X		X		X	X	X	X	X		X	X	X	X	X	X
D4	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D5	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X		X			X
D6	X	X	X	X		X	X		X	X			X	X		X	X	X		X		X
D7	X		X			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X