

Course record information

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| Name and level of final award | <ul style="list-style-type: none"> Master of Science - Digital Marketing Management <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p> |
| Name and level of intermediate awards | <ul style="list-style-type: none"> Postgraduate Diploma (Pg Dip) - Digital Marketing Management Postgraduate Certificate (Pg Cert) - Digital Marketing Management |
| Awarding body/institution | University of Westminster |
| Teaching institution | University of Westminster |
| Status of awarding body/institution | Recognised Body |
| Location of delivery | Primary: Central London |
| Language of delivery and assessment | English |
| QAA subject benchmarking group(s) | Business and Management |
| Professional statutory or regulatory body | Chartered Institute of Marketing Institute of Data and Marketing Digital Marketing Institute |
| Westminster course title, mode of attendance and standard length | <ul style="list-style-type: none"> MSc Digital Marketing Management FT, Full-time, September or January start - 1 year standard length |
| Valid for cohorts | From 2026/7 |

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

This exciting and contemporary course is ideal for students looking to change career or for those wanting to specialise in this fast-changing area. In the digital world, businesses need people who can design and manage innovative and disruptive marketing strategies.

The aim of the course is to prepare you for a career in digital marketing management. The course explores the theory, skills and attributes which may help you succeed in this exciting field. On successful completion, you should be able to take a confident and pro-active approach to your career development, apply your specialist skills and respond to the changing and diverse business environment.

You will hit the ground running with a Digital Marketing Boot Camp in your induction week before studying the psychology of the digital consumer, exploring customer journeys and experiences and taking disruptive, innovative approaches. Later in the course you will learn how to track campaigns through analytics, develop lead generation and digital strategies. Bringing everything together is the flexible final major project that you can tailor to your interests. You can also choose to take an optional placement while you study to further enhance your employability.

The course aims to:

- **Develop advanced knowledge and critical understanding** of contemporary theories, research, and practices in digital marketing management within global, dynamic, and technology-driven business environments.
- **Equip students with data-driven and analytical competencies** to evaluate marketing performance, interpret consumer insights, and make evidence-based strategic decisions.
- **Enable learners to design, implement, and assess integrated digital marketing strategies** that enhance organisational competitiveness and support digital business transformation.
- **Foster a deep understanding of consumer behaviour and user experience (UX)** to create engaging, personalised, and customer-centric digital marketing solutions.
- **Cultivate expertise in emerging digital technologies and innovation**, including artificial intelligence, automation, and immersive media, for creative and effective marketing applications.
- **Develop the ability to produce persuasive digital content and manage brand communication strategies** that build authentic relationships and long-term brand equity.
- **Encourage ethical, sustainable, and socially responsible approaches** to digital marketing decision-making, recognising the legal, cultural, and environmental implications of marketing actions.
- **Build leadership, collaboration, and project management capabilities** to deliver high-impact marketing initiatives and work effectively in cross-functional, global teams.
- **Strengthen research literacy and methodological competence**, enabling students to apply research-based knowledge to address complex marketing challenges and contribute to academic and professional debates.
- **Promote reflective, self-directed, and lifelong learning behaviours** that prepare graduates for continuous professional growth and leadership in the evolving digital marketing landscape.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Careers

The MSc Digital Marketing course aims to meet the needs of industry, preparing you for a role in digital marketing. In your career it is likely you will take the lead on the creation and execution of a digital marketing strategy, identifying business opportunities and customer needs using digital channels including social media, websites, email and content. The course prepares you for roles including Digital Marketing Manager, Digital Marketing Account Manager, Digital Marketing Analyst, Digital Marketing Campaign Manager, E-commerce Executive, Content Marketing Executive, Pay-Per-Click Analyst, Search Engine Optimisation Executive, Digital Producer and Programmatic Executive, Planner, Strategist, Client servicing/Account management and Data Analyst.

Internship Programme/Reflective Practitioner module

Students may wish to undertake an additional and optional Internship Programme/Reflective Practitioner module which is particularly important in developing employability skills including time management, self-management, providing constructive feedback and working with different personalities. Upon graduation you will receive an additional 10 credits for this module on your final transcript. The module aims to support Postgraduate students studying at Westminster Business School in improving future employability through the provision of high-quality internships/reflective practitioner opportunities. The module will develop your personal and professional development skills. the support of our careers and employability team, you will explore the themes of self-awareness, group work, influence, decision-making, conflict and problem-solving and networking.

The teaching team works closely with industry partners in the delivery of modules, you will have guest lectures, real world learning activities and assessment briefs. Westminster Business School offers a range of field trips and experiential learning opportunities including optional short courses to develop specialist skills which will enhance your employability.

Short Courses

A unique feature of this course is the provision of optional specialist short courses. Taking up this opportunity will further tailor your programme of study and develop your skills, enhancing your digital employability. For this there is no additional charge. These approaches are widely used in digital marketing where effective solutions are prioritised over detailed documentation. By taking this additional short course, you'll gain a deeper understanding of SEO, PPC, Excel for Marketers and MailChimp to encourage performance at the highest level.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- LO001 Demonstrate a critical and comprehensive understanding of current theories, research, and emerging trends in digital marketing management within a global and dynamic business environment. (KU)
- LO002 Apply advanced digital analytics and data interpretation techniques to evaluate marketing performance and support evidence-based strategic decisions. (SS)
- LO003 Design, implement, and critically evaluate integrated digital marketing strategies that align with organisational goals and drive digital business transformation. (SS)
- LO004 Critically assess consumer behaviour, user experience (UX), and customer journey design to develop personalised and value-driven engagement strategies. (SS)
- LO005 Evaluate and apply emerging technologies to enhance innovation and performance in digital marketing practice. (KU)
- LO006 Develop and manage creative content and brand storytelling strategies that build brand equity and sustain audience engagement across digital platforms. (SS)
- LO007 Critically evaluate the ethical, legal, and sustainability implications of digital marketing practices and propose responsible, inclusive solutions. (KU)
- LO008 Demonstrate effective leadership, teamwork, and stakeholder management skills to deliver successful digital marketing initiatives in complex organisational contexts. (KTS)
- LO009 Apply research-based knowledge and advanced methodologies to design and conduct independent investigations that generate insights into complex digital marketing challenges. (KTS SS)
- LO010 Exhibit independence, adaptability, and self-direction in managing continuous professional development and responding to emerging trends in digital marketing practice. (KTS)

How will you learn?

Learning methods

The course team takes a holistic approach to learning and teaching methods in order to support you in achieving the learning outcomes, using a blended approach to delivery, where possible offering flexibility to adapt to your individual needs. We encourage your development as an independent learner but still provide a challenging learning experience. We use 'real world' assessments which are socially, culturally and globally relevant and take into account learners' identities.

Often you will integrate theory and practice in your learning. Where appropriate, you will also reflect on your current and prior experiences, often to help plan for the future. This will help you understand more about your own practice and that of industry. We believe in learning through experience and assignments may include application of knowledge and skills within organisations through work-based learning. The Final Major Project brings together theory and practice although other significant pieces of integrative work may be undertaken in other modules.

Equality and Diversity

The course team has a strong commitment to decolonising and diversifying our curriculum and teaching practices, taking an approach to learning, teaching and assessment that draws from a wide range of contexts and practical examples to enhance inclusivity. In line with QAA guidance and the University's commitment to equality and diversity, an inclusivity strategy facilitates an environment for learning that anticipates the varied requirements of learners and aims to ensure that all students have equal access to educational opportunities. Practically this encompasses three principles: to aim towards an accessible curriculum for all; to reflect multi-faceted communities and perspectives in learning materials and assessments; and, to equip students with the skills to work in a changing and diverse world. This includes enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, learning opportunities are designed to be inclusive, enhanced by reasonable individual adjustments wherever necessary.

Teaching methods

This higher education course has a strong focus on your future career and the curriculum is very much applied to the industry context. Your learning activities and assessments are designed to provide real world learning opportunities to combine theory and practice. The learning and the teaching of the course takes place through lectures, seminars, workshops and tutorials. Due to the nature of the course, digital media are used to facilitate a blended approach with content that is available in a range of formats and using technology to enable flexible access to learning materials for synchronous and asynchronous learning through the online learning environment, course website and course social media. The course has its own media channels for which you will create content both individually and collaboratively (social media ads, landing pages on websites, apps, blogs and user experience designs) with a view to reach and engage audiences as part of your learning and assessment. The performance of these channels will be measured and managed through web analytics, giving you practical experience in using industry tools, such as Google Analytics or other modern tools.

The course team works closely with industry partners and work-related tasks and 'as live' briefs help simulate the working environment. Work-based learning and other forms of experiential and problem-based learning forms an important strand in the course to help engender employability into the curriculum. The blended approach also facilitates innovative teaching methods such as the flipped classroom (students access pre-recorded lectures and the face-to-face or online seminar time is spent working on the aspects that students find problematic) which encourages active learning.

An optional Digital Marketing Bootcamp is offered for students who wish to boost their knowledge of digital marketing concepts prior to the commencement of the course. This is recommended for students lacking experience of marketing and media technologies. 'Live' workshop activities will be blended with self-access materials for students to access if they are unavailable to attend the sessions.

Assessment methods

Overall, the assessment methods aim to assess achievement, both formatively and summatively, over the programme. The course team takes an 'assessment as learning' approach and has an inclusive learning, teaching and assessment strategy to provide culturally-inclusive learning materials, varied, innovative teaching methods and providing flexible pathways to meet learning outcomes. Students are encouraged to work in an inclusive and engaged manner, recognising that they are developing a rich range of understandings, skills, values and attributes to take into their professional lives. A variety of assessments are designed to support you in demonstrating your achievement of module learning outcomes. There is an emphasis on industry-focused, 'real world' assessments such as reports, portfolios, presentations and plans. Formative assessments and specific and timely feedback are an intrinsic part of the assessment process. Often a review of work in progress, this is a valuable learning opportunity and helps you improve your work and grade. You will be offered a range of formative feedback opportunities throughout each module to help prepare you for your assessments. In some cases you will critically reflect on your experiences in order to understand what you have learned and apply it in your career and other aspects of life.

You will be assessed on academic knowledge, practical application and on your ability to re-contextualise knowledge, relating theory to practice and developing your own theory about practice. Often assessed tasks will draw on real-word digital marketing problems such as consultancy exercises and responding to creative briefs. Other assessments may require you to reflect on work-based and other forms of experiential learning.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

| Module Code | Module Title | Status | UK credit | ECTS |
|-------------|-------------------------------------------|--------|-----------|------|
| 7MARK025W | Consumer Psychology and Research | Core | 20 | 10 |
| 7MARK031W | Digital Customer Experience | Core | 20 | 10 |
| 7MARK030W | Digital Marketing and Innovation | Core | 20 | 10 |
| 7MARK032W | Digital Marketing Strategy and Leadership | Core | 20 | 10 |
| 7MARK035W | Final Major Project | Core | 40 | 20 |
| 7MARK044W | Search Marketing and Lead Generation | Core | 20 | 10 |
| 7MARK033W | Social Media and Content Marketing | Core | 20 | 10 |
| 7MARK034W | Web Design and Analytics | Core | 20 | 10 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Chartered Institute of Marketing

Institute of Data and Marketing

Digital Marketing Institute

Course management

The course is managed through a Course Leader and Module Leaders. All members of the team have office hours when you can arrange to meet them. Course Representatives are elected in the first few weeks. This is a really valuable role and as a rep you would have regular formal meetings with the course team and less formally throughout the course in reflecting the student voice. This helps us work together to communicate and respond to any issues as they arise, to provide a strong course community.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express

their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©