UNIVERSITY OF WESTMINSTER
LEADING THE WAY

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	MSc in Digital Business
Name and level of intermediate awards:	Postgraduate Diploma in Digital Business
	Postgraduate Certificate in Digital Business
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	MSc: One year full time; two years part time;
	PG Diploma: 3 semesters part time
	PG Certificate: 2 semesters part time
QAA subject benchmarking group(s):	Business and Management
Professional statutory or regulatory body:	None
Date of course validation/review:	
Date of programme specification approval:	
Valid for cohorts:	2018-2019
Course Leader:	Dr Fefie Dotsika
Course URL:	westminster.ac.uk/courses/postgraduate
Westminster Course Code:	PMBSM15F (FT) PMBSM15P (PT)
JACS code:	N100
UKPASS code:	PO9FPDBI, DO9FPDBI (FT) PO9PPDBI, DO9PPDBI (PT)

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: westminster.ac.uk/courses/postgraduate/how-to-apply

Recognition of Prior Learning
Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: westminster.ac.uk/study/current-students/your-studies/forms-and-procedures/recognition-of-prior-certified-learning-rpcl

Aims of the course

The MSc in Digital Business has been designed to develop the digital capabilities, theoretical background and management skills required to pursue a career in digital business. It reflects the increasing market need for degree holders combining digital with business management knowledge and skills and is open to graduates from any subject area planning to acquire the digital competencies sought by the labour market. It is particularly aimed at graduates who want to enhance their skills and career prospects by becoming business orientated but with sufficient understanding of the latest technology capabilities to envisage, plan and manage digital initiatives.

The course draws on the University's established expertise in the area of digital business and offers a stimulating and innovative knowledge platform to help aspiring digital business professionals acquire academically robust knowledge and cutting edge capabilities enabling them to manage digital business challenges and lead at the forefront of digital transformation.

The course is innovative in its concept and delivery. It is designed with the support of industrial partners as recipients and providers of digital business. The students build up skills and knowledge by working in collaboration with academics and professionals to design digital solutions. The curriculum is designed to respond to employer demands for advanced, digital skills by remaining up-to-date with technological developments, new and innovative business models and emerging marketplaces.

The PG Diploma and Certificate in Digital Business have been designed to bridge the gap between technical proficiency and business skills and provide those seeking a career, or continuing professional development opportunities in digital business with the relevant knowledge, experience and academic accreditation to expedite their career advancement. The PG Certificate aims to provide core digital capabilities and an understanding of the theoretical frameworks required for the application of technology to business. The PG Diploma further develops knowledge of theory and practice, building expertise on the planning, development and implementation of digital solutions for business.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. 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.

The innovative curriculum design ensures that, upon successful completion of the course, should they wish to, the students will have the necessary knowledge to pursue further qualifications and professional certification through professional bodies such as the Digital Marketing Institute (DMI), British Computer Society (BCS), SAS Global Certification Programme and Mendix University.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding

On successful completion of the course, the students will have a systematic understanding and critical awareness of:

K1. The technologies, concepts and architectures that enable digital business and their role in supporting digital transformation.

K2. The theory and practice of big data analytics, their impact on business and the frameworks of business intelligence.

K3. The key principles of digital marketing and stakeholder communications and the planning, implementation and measurement of digital strategies.

K4. The significance, challenges and impact of digital trust examined through the digital business issues of cybersecurity, risk management, associated disruptive technologies and their applications.

K5. The key drivers, models and strategies of digital innovation and disruption.

K6. The concepts, domains, opportunities and challenges behind the design, plan and implementation of an integrated digital strategy.

Specific skills

On successful completion of the course, the students will be able to:

S1. Interrelate business requirements, resources and theoretical frameworks to determine appropriate tools and platforms for planning and facilitating digital businesses initiatives.

S2. Demonstrate the ability to conceptualise and formulate strategies for implementing appropriate, secure solutions to digital business challenges.

S3. Apply suitable research skills to analyse diverse data, explore scenarios and evaluate emerging technologies in order to generate innovative ideas, design and support digital business transformation.

S4. Employ analytical and problem solving techniques to solve real-life digital business challenges and propose relevant, secure and sustainable solutions.

S5. Demonstrate a clear understanding of the social and ethical dimensions and implications of digital business.

Key transferable skills

On successful completion of the course, the students will be able to:

T1. Demonstrate a high degree of subject knowledge that would support applying technological knowledge commercially and carrying out digital transformation plans.

T2. Gather, synthesise and analyse information from a variety of appropriate resources to solve problems individually and as part of a research and design team.

T3. Communicate ideas, problems and solutions clearly and effectively in a variety of formats to specialist or non-specialist audiences.

T4. Develop lifelong learning skills and strategies for maintaining an up-to-date awareness of emergent technologies, market developments and best practice.

In the case of the Postgraduate Diploma, the students will meet the following outcomes:
- Knowledge outcomes K1, K2, K3, K4 and K5
- Specific skills outcomes S1, S3 and S5
- Transferable skill outcomes T1, T3 and T4

For the Postgraduate Certificate the students will meet:
- Knowledge outcomes K1 and two more outcomes among K2, K3, K4 and K5
- Specific skill S1 and S5
- Transferable skills T3 and T4

Knowledge, specific and transferable skills build up gradually over the period of studies so that the students get an integrated learning experience that covers all aspects of digital business, starting from the fundamentals and progressing to strategy and digital transformation.
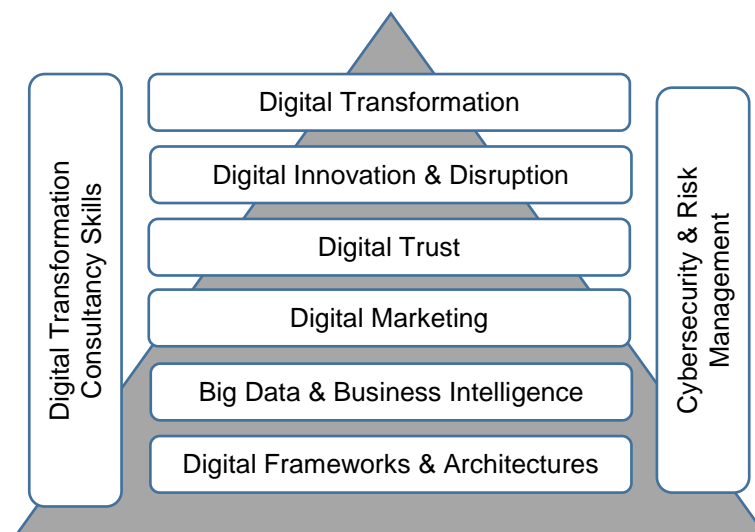
Learning, teaching and assessment methods

Learning and Teaching

The approach to learning and teaching will seek to foster an inclusive and diverse community where different backgrounds, cultures, and learning styles of students and staff are encompassed, seeking to better prepare all students for a global, diverse and complex future work environment. Additionally, students will be strongly encouraged to draw upon their work experience where appropriate, reflect on their interaction with fellow students and external organisations and evaluate alternative approaches.

Teaching will adopt a range of methods, supplementing the traditional approaches by drawing on interactive, cooperative and collaborative learning, including innovative live scenarios from industrial partners. Collaborative learning will create active learning situations to provide opportunities for groups of individuals to collaborate in purposeful critical discourse and reflect to construct personal meaning and mutual understanding. Cooperative learning will involve structuring sessions around small groups that work together for problem-based learning with case studies and scenarios, in such a way, that each group member's success is dependent on the group's success.

Approaches will vary according to the particular module, its content and module aims. The range will incorporate lectures, tutorials, seminars, supplemented with workshops, guest/expert speakers, and, as appropriate, masterclasses. External speakers drawn from industry will supplement lectures and provide additional talks. Specifically, they will provide live case studies and scenarios. Activities will include individual and team exercises and practical assignments seeking to develop professional skills as well as subject knowledge.

All modules are supported by the University's virtual learning environment (VLE - Blackboard) where all module lectures and study materials with the additional learning and reading matter are deposited. The VLE will provide functionality that will enable a hybrid approach, where the dominant face-to-face approach is supplemented and supported through discussion forums and portfolio development. This will also use individual and team spaces, to enable the noting of contributions and reflections for wider learning and for capture where portfolios form part of the module assessment. Through this synchronous and asynchronous option, the students will be able to engage with both their formal learning and with developing understanding in their own time, individually or in teams, when working collaboratively/cooperatively. Additionally, students will be recommended to also utilise the training/materials available through the University library e-sources, Lynda.com and Massive Online Open Courses (MOOCs) to help consolidate their learning.

Finally, the course will utilise a digitally enabled space where students come together to work in teams (in essence a Digital Business Design Lab), for learning events given by digital business experts from diverse sectors. This will be followed by student-led, hands-on workshops. Invited experts will present case studies/scenarios based on their host industries, focusing on various aspects of digital transformation, and designed to reflect and complement the material taught by the parallel-running modules. This learning space is based on the principles of collaborative learning, problem-solving and designed solutions, and will enable students to work in groups on projects aimed at designing digital solutions (e.g., in the form of enterprise architectures, business process maps and/or prototype software applications) in collaboration with industrial partners.

Assessment

The assessment strategy for the course is based on the use of diverse, inclusive tasks that develop the knowledge and skills required to plan, design and implement digital solutions for business. It draws on a range of approaches, such as written work (typically reports and portfolios), team assignments, computer-based exercises and exams. It is designed to prepare students for the business environment and to meet the requirements of master's level study, recognised by both the academic and business community as being rigorous, applied and theoretically underpinned. The use of examinations provides students with the experience of working to time constrained deadlines with incomplete awareness of the specific task and the prior knowledge required, reflecting a scenario that regularly occurs in organisations. It provides a developmental environment that prepares the students to apply their learning into business scenarios, both academic and practitioner focused. Depending on the subject area, these scenarios will be often practitioner-led, with challenges set to represent business issues and requirements.

Assessment methods in all modules have been selected to contribute to high standards of teaching and learning, align assessment criteria with learning outcomes and promote student learning. They assist and enhance student development by the provision of formative and summative assessment. Students are given the opportunity to be assessed in a number of different methods that enable them to demonstrate their knowledge, skills and expertise in diverse ways.

Assessment methods include in- and end-of-module tasks such as coursework assignments, presentations, poster sessions, research or consultancy reports and written exams. In their summative role, they are designed to assess knowledge and understanding, and evaluate student performance in achieving a given module's purpose and learning outcomes. As a formative tool, assessment and particularly the associated feedback are used to assist and support student learning and skills development. All modules are designed to incorporate formative assessment as an important tool in enhancing student engagement and achievement.

Team and consultancy work carried out in the Digital Business Design Lab follow the route of continuous assessment further focusing on the development of collective working as well as advanced skills including specialised subject knowledge, relevant research, in-depth analysis and decision making.

The final project is a professional consultancy project in digital transformation, bringing together expert knowledge and professional expertise from industry and academia, to deliver responsive, practice-based learning and the honing of negotiation and leadership skills. The students will typically undertake consultancy-based work, with a live client where practicable, to address a substantial digital transformation scenario, reflecting the practice-based nature of the degree. The process will further develop their newly acquired skills and knowledge but also enable them to appreciate the additional factor of organisational dynamics.

All assessment follows the principles of inclusive curriculum design and covers educational, dispositional, circumstantial and cultural aspects. Assessment methods are designed to maximise graduate employability without compromising access and inclusion. The selection of assessment methods ensures inclusivity whilst maintaining the necessary standards of study and outcome. It enables realistic alternatives to be made available in consultation with relevant parties within the University according to the specific requirements. However, as some of the assessment approaches have been selected as part of the preparation for the relevant external qualifications, alternative assessments will most likely not provide the same level of support or preparation.

Course structure

All modules in the course are core. Each contributes to the development of the core knowledge, subject-specific capabilities and transferable skills of Digital Business. The table shows the modules, their codes and associated credits.

Credit Level 7				
Award of MSc in Digital Business (180 credits)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
7DIBU001W	Tools and technologies for digital business	Core	20	10
7BDIN010W	Big data analytics and business intelligence	Core	20	10
7DIBU002W	Customers & competition in the digital era	Core	20	10
7CSEF003W	Cybersecurity and blockchain technologies	Core	20	10
7DIBU003W	Digital innovation and disruption	Core	20	10
7DIBU004W	Leading the digital transformation	Core	20	10
7DIBU005W	Contemporary issues in the delivery of digital business	Core	20	10
7DIBU006W	Project	Core	40	20

Credit Level 7				
Award of Postgraduate Diploma in Digital Business (120 credits)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
7DIBU001W	Tools and technologies for digital business	Core	20	10
7BDIN010W	Big data analytics and business intelligence	Core	20	10
7DIBU002W	Customers & competition in the digital era	Core	20	10
7CSEF003W	Cybersecurity and blockchain technologies	Core	20	10
7DIBU003W	Digital innovation and disruption	Core	20	10
7DIBU005W	Contemporary issues in the delivery of digital business	Core	20	10

Credit Level 7				
Award of Postgraduate Certificate in Digital Business (60 credits)				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
7DIBU001W	Tools and technologies for digital business	Core	20	10
Any two (2) other modules, from *Big data analytics and business intelligence, Customers & competition in the digital era, Cybersecurity and blockchain technologies, Digital innovation and disruption*, subject to timetabling and student numbers.				

Course Delivery dates and Progression
Module Schedules Summary including credit weightings
Full Time: MSc in Digital Business

September	Semester 1	Semester 2	Summer
Induction	Tools and technologies for digital business *(20 credits)*	Customers & competition in the digital era *(20 credits)*	
	Big data analytics and business intelligence *(20 credits)*	Digital innovation and disruption *(20 credits)*	
	Cybersecurity and blockchain technologies *(20 credits)*	Leading the digital transformation *(20 credits)*	
	Contemporary issues *(20 credits)*		
		Project *(40 credits)*	

Part Time*: MSc in Digital Business
Year 1

September	Semester 1	Semester 2	Summer
Induction	Tools and technologies for digital business *(20 credits)*	Customers & competition in the digital era *(20 credits)*	
	Big data analytics and business intelligence *(20 credits)*	Digital innovation and disruption *(20 credits)*	

Year 2

September	Semester 1	Semester 2	Summer
	Cybersecurity and blockchain technologies *(20 credits)*	Leading the digital transformation *(20 credits)*	
	Contemporary issues *(20 credits)*		
		Project *(40 credits)*	

Part Time: Postgraduate Diploma
Year 1

September	Semester 1	Semester 2
Induction	Tools and technologies for digital business *(20 credits)*	Customers & competition in the digital era *(20 credits)*
		Digital innovation and disruption *(20 credits)*
	Contemporary issues *(20 credits)*	

Year 2

Semester 1
Big data analytics and business intelligence *(20 credits)*
Cybersecurity and blockchain technologies *(20 credits)*

Part Time: Postgraduate Certificate

September	Semester 1	Semester 2
Induction	Tools and technologies for digital business *(20 credits)*	Customers & competition in the digital era *(20 credits)* or Digital innovation and disruption *(20 credits)*
	Big data analytics and business intelligence *(20 credits)* or Cybersecurity and blockchain technologies *(20 credits)*	

* The Part Time offering will be mixed (day and evening) and will start in September

Professional Body Accreditation or other external references
N/A

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

How will you be supported in your studies?

Course Management
The Course Leader is responsible for the management and co-ordination of the MSc Digital Business.
Course Leader:
Dr Fefie Dotsika, M105, F.E.Dotsika@westminster.ac.uk, Tel: 020 3506 6513

The Module Leaders are responsible for the academic management, teaching and learning of the module(s) they lead.
The Registry is responsible for the administrative management of the course.

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, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a Course Leader. 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 uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support
The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] 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. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Inclusivity
The course aligns fully with the principles of inclusive curriculum. This includes both learning environment and assessment, delivering inclusive practice that provides the best possible support for all students, by identifying and accommodating their learning needs.

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[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

Careers Support

From the very start of your studies, the Careers and Employability Services department is committed to supporting your career progression by offering a wide range of developmental opportunities, combined with up to date, tailored careers information, advice and guidance.

Our experienced careers staff are able to work with you to reflect on your career goals and plan how to get the most from your time at the University of Westminster, to access a range of work based learning opportunities including work experience, part-time jobs, volunteering and mentoring, before supporting your transition into employment with personalised job hunting, CV, application and interview advice.

The University uses an online management system called Engage, which offers access to a variety of events and activities led by employers and careers and employability staff, extensive part-time, work experience and graduate vacancy lists, comprehensive careers information and advice and one to one careers appointments. These services are also available to you for up to 3 years after you graduate.

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

The course was initially approved by a University Validation Panel in 20XX. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.

- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.