

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award	MA Marketing Communications MSc Marketing Communications The above titles are Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma in Marketing Communications Postgraduate Certificate in Marketing Communications
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone Campus
Language of delivery and assessment	English
Mode, length of study and normal starting month	<b>MA/MSc:</b> Full-time, September and January intake
<u>QAA subject benchmarking group(s)</u>	Business and Management
Professional statutory or regulatory body	N/A
Date of course validation/Revalidation	1997 / 2001 / 2004 / 2007 /2013
Date of programme specification approval	August 2020
Valid for cohorts	From 2020/21
Course Leader	Philip R Holden
Course URL	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster course code	MA Marketing Communications FT - PMMRK01F MSc Marketing Communications FT – PMMRK04F
HECoS code	100075 - Marketing
UCAS code	P004418

## 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](https://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/recognition-of-prior-certified-learning](https://westminster.ac.uk/recognition-of-prior-certified-learning).

## Aims of the course

The overall aim of the MA/MSc Marketing Communications is to provide students with an advanced, specialist and applied education in Integrated Marketing Communications (IMC). It aims to prepare them for professional life in the increasingly complex and dynamic marketing communications industry in careers in both agency and client organisations. Students are accepted with a good undergraduate degree but do not need to have qualifications in marketing or business.

The course aims to produce graduates who:

- Are equipped with knowledge, skills and insight to perform as practitioners
- Are academically and practically intelligent and have developed an ability to evaluate and manage complex marketing communications campaigns for both client and agency companies.
- Are able to conceptualise and pioneer original thinking in the field of marketing communications.
- Will develop the skills to operate flexibly given the changing nature of the industry
- Can build and navigate a team-based culture and are confident and skilled communicators in professional, entrepreneurial and international environments.

The programme has been designed to:

- Offer a curriculum that covers the full scope of the marketing communications content with a specialisation option that reflects the major career directions available in industry—either towards a career in data analysis or a career in creative development.
- Emphasise, throughout the programme, the use of communication tools and techniques to change, for the better, the environment within which an organisation operates.
- Capitalise on the advantages of the University's Central London location by building industry partnerships with marketing communications leaders, companies and alumni.
- Embrace and embed the growing focus around digital application and solutions within the industry.

- to enable students to gain a deep appreciation of the role and purpose of data analytics and management for the MSc route OR to gain a deep understanding of the strategy and process of creative development and innovation.

### **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 internships and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with alumni and 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 apply live projects in their assessments and wherever appropriate use fieldstrips to enhance practical observations, learning experiences and employability.
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

### **MA/MSc Marketing Communications further promotes employability through**

- The large and well-established alumni network are closely integrated into the learning community and promote both career inspiration and opportunity. This takes the form of mentoring, formal project supervision, guest lecturing, project collaboration and career advice, all of which promote a positive culture of employability.
- Links to the relevant professional bodies is embedded in the course and offers the opportunity to for CPD.
- The large and internationally diverse cohort of the course enriches the learning environment thorough the sharing of global experience and illustration.
- The internship module scheme that is available to the students offers an enriching employment experience and increases the opportunity for future company sponsorship for the large cohort of international students.
- The residential programme and a number of specialist workshops and assessments run in partnership with a marketing communications client or agency. This facilitates real-life work experience and critical skills development. Recent partners include IKEA, Trainline and Food Brands Ltd.
- A culture of collaboration and team work is carefully crafted where students develop strong, interpersonal communications skills that are of the utmost importance to employers.

## **Course 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.

On completion of the MA/MSc Marketing Communications, students will be able to:

### **Knowledge and understanding (KU)**

- KU 1. Critically apply contemporary theories relevant to marketing communications in the development of marketing communications solutions and plans
- KU 2. To make informed judgements and decisions about the role of marketing communications and its evaluation
- KU 3. Critically apply contemporary theories, frameworks and concepts to evaluate the design of marketing communication plans in designing and evaluating marketing communications plans Evaluate the ethical impact of marketing communications decisions.

### **Specific skills (SS)**

- SS 4. Collect, evaluate and manage key data sources and their utility, role and contribution to marketing communications.
- SS 5. Critically reflect on the complexities of integrated marketing communications programmes across multi-cultural communities and international business environments.
- SS 6. Critically assess and apply appropriate tools and techniques to design and create effective IMC programmes and campaigns.
- SS 7. Design appropriate quantified objectives and propose strategies and tactics that can be measured for IMC effectiveness.

### **Key transferable skills (KTS)**

- KTS8. Communicate effectively and confidently in both individual and group settings.
- KTS9. Reflect on their learning experience and practice and relate this to their continuing professional development.
- KTS10. Effectively manage decisions, time and people within the context of a business project.
- KTS11. Navigate team dynamics and design an environment conducive to efficient team functioning.
- KTS12. To apply creativity and innovative problem-solving to project and tasks.

The MA and MSc are differentiated by the learning outcomes of the following modules and the Integrated marketing Communications process, particularly, the type of research and analytical methods applied in the final project.

MA: Creative Development – Strategy and Process

MSc: Data Analytics for Marketing Communications

### **Learning, teaching and assessment methods.**

#### **Learning:**

Students learn in a variety of ways and recognising this is acutely important for a course with such a diverse range of learners. They are extremely culturally diverse and have experience of studying in countries all over the world. Most are familiar with vastly different education systems and expectations and so care and attention is paid to managing those expectations and preparing them for the course learning environment.

As such the course embeds a comprehensive and diverse range of learning experiences. Much of the learning is based on an active problem-based learning approach using interpersonal communications in class and digital discussion, shared demonstrations, exploration and experimentation.

This takes place between staff and students and in peer to peer collaborations. Students also learn independently, by reading, watching videos, engaging in webinars, observing, real life scenarios, analysing and writing.

#### **Teaching:**

The main teaching vehicle for the course is through lectures, seminars, workshops, field research and independent study.

**Lectures** offer an opportunity for concentrated intensive concept development, interspersed with interactive activities and small group collaborations that are often facilitated through technology, such as digital quizzes that test knowledge, provide variety and a change of pace.

**Seminars** are a mainstay for knowledge sharing, team skill enhancement and the development of holistic and integrated learning. Teams are able to learn through complex problem solving which may be too ambitious or complex for the individual.

Longer, interactive **workshops** allow students to learn through an established community of practice where attention is on case study work, research development, problem solving challenges and assessment development and support.

**Field research** is an important part of the learning process, particularly as marketing communications is heavily orientated around human behaviours, so students learn from watching humans behave. This includes field studies such as in-store retail observations, exhibitions and trade shows, tourism venues such as Tower of London, agency visits to see creative processes like advertising production and monitoring digital outdoor advertising campaign in Piccadilly Circus. All of these offer learning insights into the real world of marketing communications

This includes the **3-day residential workshop programme** which is immersive, collaborative and employment driven and provides real transformative learning for the students. The process builds a range of leadership, team and communications skills which is interlocked with the core content of Integrated marketing communications project. The students work on a live project in conjunction with an employer on a branded challenge and a selection of alumni leaders. The solutions lie within all the modules studied throughout the course and it is designed to both cement and integrate all the learning throughout the course. It is the highlight of the year for students and is an inspirational gamechanger in their career journey.

**Independent study** supports the in-class learning, through guided on and off line reading, writing, observations, research and analysis tasks. Student also attend industry events such as agency conferences, Ted talks, specific exhibitions and festivals.

Each of the modules has a framework of contact class time and independent learning. Taught modules have a fixed timetable consisting of a 3-hour contact session which may be broken down into a 1-hour lecture session and a 2-hour workshop, so each module has around 36 hours of contact time. This is enhanced by around 158 hours of independent learning.

**These taught sessions** utilise lecture presentations, forums and plenary sessions, guest speakers' sessions, case study development, role plays and client meetings.

**The independent study time** is guided by the materials on line which include class notes, videos, webinars, skills training.

For both taught sessions and independent learning, a range of **digital tools are employed** to increase engagement, improve the overall experience and optimise the learning for students.

These include digital enhancements such as on line MCQs; quizzes with *Kahoot* and other digital test banks; digital visual presentations with *Padlet* and *Word Press*; video conferencing both one to one and in groups using *Collaborate*; digital discussions and blogging through *Slack* and other social media; webinars and digital tutorials through *LinkedIn*; and a wide range of additional digital learning tools that promote engagement and build deeper learning.

All teaching materials are available on the VLE in advance and the University supports the recording of lectures, giving students an opportunity to access recordings online, thus helping to enhance the learning experience on the course.

## **Assessment**

The course employs a range of assessment tools that address the learning outcomes and deal with both academic rigour and the practical demands of professional practice. They are designed to prepare students for employment practice in their future careers and for professional body examinations and CPD.

They are used to test students' knowledge, understanding, research, problem-solving, analytical and transferrable skills in relation to each module's aims and learning outcomes.

Formative and summative assessments are used in a coordinated sequence within and between modules. Formative assessments provide important feedback that students reflect on and helps progress improvements. This often takes place within seminars. Summative assessments measure the students' learning and achievement and reflect the students' learning outcomes on each module.

Both individual and team-based learning are critical features of the course philosophy and assessment cover both aspects. Assessments are mostly tutor marked but there are occasions for peer assessment in team-based projects and employer input into the marking.

Across the course assessments take the following forms:

- In-person presentations
- Client pitches
- Video and content marketing presentation
- Poster presentation
- Portfolio presentation
- Written project and reports
- Article and journalistic pieces.
- Traditional exams (with or without pre seen case studies)
- Client meetings
- Blogs
- Timed response assessments  
(This assessment mirrors a workplace scenario where students work on a brief to produce documents to a very tight deadline, in a workplace setting with full digital access)

These tools may involve either team assessment, individual assessment, peer assessment employer assessment Each is designed to assess different learning outcomes and together offer a variety of mechanisms to achieve the Masters level qualification.

### **Course structure**

The one-year full time course is broken down into 3 learning period: Semester 1 Semester 2 and Summertime, and the sequence of study differs slightly for the two different cohort.

The **September cohort** study the option module in semester 2 and the year-long IMC project continues over an informal summer period.

The **January cohort** study the option module in a formal summer school teaching block and the IMC project continues throughout the second semester.

The purpose of the formal summer school for the January cohort is to fill the long gap between May and September which falls in the middle of their academic year.

This allows the students to maintain a consistent learning momentum throughout the year and to release the pressure on the autumn semester and give them more space and time to complete the IMC project which runs alongside the other taught modules.

Full-time Postgraduate students study 180 credits per year.

**Table 1: MA Marketing Communications Course Structure**

Award of MA in Marketing Communications September Start				
Module code	Module title	Status	UK credit	ECTS
Semester 1				
7MARK022W	Brand Strategy	Core	20	10
7MARK025W	Consumer Psychology and Research	Core	20	10
7PROM001W	Advertising Management	Core	20	10
Semester 2				
7MARK030W	Digital Marketing and Innovation	Core	20	10
7MARK028W	Promotional, Direct and Relationship Marketing	Core	20	10
7MARK017W	Public Relations and Reputation Management	Core	20	10
7MARK026W	Creative Development - Strategy and Process	Option	20	20
Year Long Module				
7MARK029W	Integrated Marketing Communications Project	Core	40	20
All modules are Credit Level 7				

**Table 2: MA Marketing Communications Course Structure**

Award of MA in Marketing Communications January start				
Module code	Module title	Status	UK credit	ECTS
Semester 1				
7MARK022W	Brand Strategy	Core	20	10
7MARK025W	Consumer Psychology and Research	Core	20	10
7PROM001W	Advertising Management	Core	20	10
Summer School				
7MARK026W	Creative Development - Strategy and Process	Option	20	20
Semester 2				
7MARK030W	Digital Marketing and Innovation	Core	20	10
7MARK028W	Promotional, Direct and Relationship Marketing	Core	20	10
7MARK017W	Public Relations and Reputation Management	Core	20	10
Year Long Module				
7MARK029W	Integrated Marketing Communications Project	Core	40	20
All modules are Credit Level 7				



**Table 3: MSc Marketing Communications Course Structure**

Award of MSc in Marketing Communications      September Start				
Module code	Module title	Status	UK credit	ECTS
Semester 1				
7MARK022W	Brand Strategy	Core	20	10
7MARK025W	Consumer Psychology and Research	Core	20	10
7PROM001W	Advertising Management	Core	20	10
Semester 2				
7MARK030W	Digital Marketing and Innovation	Core	20	10
7MARK028W	Promotional, Direct and Relationship Marketing	Core	20	10
7MARK017W	Public Relations and Reputation Management	Core	20	10
7MARK027W	Data Analytics for Marketing Communications	Option	20	20
Year Long Module				
7MARK029W	Integrated Marketing Communications Project	Core	40	20
All modules are Credit Level 7				

**Table 4: MSc Marketing Communications Course Structure**

Award of MSc in Marketing Communications      January start				
Module code	Module title	Status	UK credit	ECTS
Semester 1				
7MARK022W	Brand Strategy	Core	20	10
7MARK025W	Consumer Psychology and Research	Core	20	10
7PROM001W	Advertising Management	Core	20	10
Summer School				
7MARK027W	Data Analytics for Marketing Communications	Option	20	20
Semester 2				
7MARK030W	Digital Marketing and Innovation	Core	20	10
7MARK028W	Promotional, Direct and Relationship Marketing	Core	20	10
7MARK017W	Public Relations and Reputation Management	Core	20	10
Year Long Module				
7MARK029W	Integrated Marketing Communications Project	Core	40	20
All modules are Credit Level 7				

\* For January cohort, the option module will be delivered in block mode in Summer school

\*\* 7MARK029W The Integrated Marketing Communications Project is a one-year long module. The module begins in the 1<sup>st</sup> semester of study and ends at the end of the course. It has both taught and supervision-based components.

## **Professional Body Accreditation or other external references**

The following three professional bodies now accredit or otherwise endorse MA/MSc students on this course :

### **The Institute of Data & Marketing, The Chartered Institute of Public Relations and The Institute of Practitioners in Advertising: Global Foundation Certificate.**

Students are asked to pay a notional fee to secure their place on these three professional programmes.

#### **Institute of Data & Marketing**

<https://www.theidm.com>

**The Institute of Data & Marketing is part of the Data & Marketing Association (DMA). The IDM exists to support, encourage and improve marketing performance with development programmes to help students be the best they can be.**

On completion of the MA/MSc Marketing Communications course the students will be eligible to sit the exam for the IDM certificate.

There is no additional work to be completed as the syllabus for the IDM is embedded within the curriculum for the course

#### **Institute of Practitioners in Advertising (IPA) Global Foundation Certificate.**

**The Institute of Practitioners in Advertising, incorporated by Royal Charter is the trade body and professional institute for agencies in the UK's advertising, media and marketing communications industry.**

<https://ipa.co.uk/about/about-the-ipa>

Students are given the opportunity to study for the IPA Global Foundation Certificate during their yearlong study at Westminster. This is not compulsory and does not form part of the Masters qualification but is a prestigious and credible achievement that contributes significantly to student's employment prospects

How the learning is delivered and assessed

- This qualification is delivered via 30 hours of online learning, delivered in 7 modules which can be accessed and downloaded when it suits the student on any device or via the IPA app.
- There is a dedicated IPA tutor for this qualification, available to answer candidate's queries right up until their exam date.
- This qualification is assessed via a formal 2-hour online exam, (3-hours for non-native English speakers based in non-English speaking countries). The exact nature and time of these is to be agreed, but could be in either June/July (for the September cohort) or September (for the January Cohort).

#### **The Chartered Institute of Public Relations (CIPR)**

Founded in 1948, the Chartered Institute of Public Relations (CIPR) is the Royal Chartered professional body for public relations practitioners in the UK and overseas. The CIPR

advances professionalism in public relations by making its members accountable to their employers and the public through a code of conduct and searchable public register, setting standards through training, qualifications, awards and the production of best practice and skills guidance, facilitating Continuing Professional Development (CPD), and awarding Chartered Public Relations Practitioner status (Chart.PR).

On completion of the MA/MSc Marketing Communications course the students will be offered CIPR accreditation There is no additional work to be completed as the syllabus for the CIPR is embedded within the curriculum for the course.

The QAA subject benchmark for Masters in Business and Management is a key external reference point. The SEEC Credit Level Descriptors for Higher Education is used to ensure that depth and quality of module design are pitched at the postgraduate level.

### **Academic regulations**

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations). In some cases, course specific regulations may be applicable.

### **How will you be supported in your studies?**

#### **Course Management**

The course sits within the school Management and co-ordination of MA/MSc Marketing Communications is the responsibility of the Course Leader who is supported by the course team and college admin support team

The course team is made up of Module Leaders and Seminar Leaders who also act as named Personal Tutors, offer pastoral guidance on a one -to one basis.

#### **Course Leader:**

**Philip R Holden**

At the module level academic, teaching and learning related management are the responsibilities of the module leaders.

For registry and administrative management, the contact person is the Course Administrator at the Registry.

#### **Course Administrator:**

**Kirsty O'Donoghue**

#### **School leadership responsibilities are held by the**

Head of School:

Assistant Heads of School

Director of Teaching & Learning and Quality

Research Leader

Employability Coordinator

Leigh Doster

Anne Barker & Keith Patrick

Jacqueline Lynch

Jose Luis Ruiz-Alba Robledo

Nuala OSullivan

## 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 Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. 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. Further information on Blackboard can be found at [westminster.ac.uk/blackboard](http://westminster.ac.uk/blackboard).

## 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. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](http://westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> 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 College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## Support Services

The University of Westminster Student and Academic Services 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. Further information on the advice available to students can be found at [westminster.ac.uk/student-advice](http://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 [westminster.ac.uk/students-union](http://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 in 2019. 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 College 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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course revalidation 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

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

Revalidation panels to provide feedback on their experiences. Student feedback from previous years 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 student engagement activities at Course/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 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.

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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