OR
  At least two years of proven professional work experience;

ROUTE B:

at Level 6 or above from a business professional body such as CIM, CMI, CFA, ACCA, CIMA or CIPD; AND

n professional work experience.

ROUTE C:
Applicants possess no formal qualifications. Applicants will need to provide 5 years of proven professional managerial work experience along with a professional reference. Applicants may also be required to attend a formal interview.

All applications for non-standard entry must be accompanied by a full CV.

International Entry Requirements - an English language

17.

Recognise and assess appropriate methods for measuring and evaluating target audience behaviour with awareness of cultural and other ethical considerations on an international scale

Apply knowledge of digital marketing to improve marketing practice by identifying and formulating appropriate and relevant methods

Convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.

Apply relevant tools and techniques to research and develop insights

Identify new and emerging technologies and assess their impact on the future of organisations within the global business environment. | practice different method of assessment. A balanced approach is achieved across subjects and programmes.

Students will be taught by people who have substantial business experience, there will also be guest speakers and involvement from professional bodies.

All students will benefit from identification of strengths and learning styles. Where necessary remedial provision will be put in place for numeracy and academic writing. Students will also have access to a personal tutor and reviews of their learning journey.

In particular, the delivery of lectures and the student led nature of tutorials and workshops is designed to ensure active participation in the learning process. Methods such as experiential learning, active learning techniques, directed reading, critical reflection, personal research, applied research encourage engagement by students in their teaching and learning processes. In addition, case study analysis and discussion are used by students to contextualise the learning and the application of models, techniques and concepts.

Knowledge and understanding is developed through the teaching and learning methods outlined above. Each class, whatever its particular format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation.

The online version of the programme will share the same aims and principles of the face to face version, with the specific approach that it will be delivered remotely through a virtual learning environment where written and multimedia materials will be provided. The modules will be taught by lecturers with a similar profile to the face to face version, while the delivery and access to the faculty will be adapted to the specific requirements of the online format. |
| | **Assessment Methods**

The assessment methods have been designed to recognise the differences in learning styles thereby ensuring that they are not biased towards any one learning style. Learners will be assessed in a more practical environment and with a practical application of the theoretical content to real life learning. Students will demonstrate the learning outcomes through a range of different assessments, such as group presentation (formative) and written individual coursework (summative). |

Practice and Skills	**Learning and Teaching Methods**
Demonstrate self-management, including an ability to reflect on their own learning, make effective use of feedback, a willingness to acknowledge and correct errors and an ability to work collaboratively	Cognitive skills are developed through the teaching and learning methods and strategies outlined above. In particular, analysis, critical judgement, evaluation and problem-solving skills are further developed through the use of practice-based scenarios.
Engage with their own personal and professional development, and academic integrity	These skills will be further developed through the production of formative and summative written work, oral and written feedback and through the supervision relationship during the dissertation

Demonstrate a clear understanding of the importance of professionalism, ethics and law in the digital marketing and business industry

Present and support concepts and ideas effectively and professionally to an audience.

Assessment Methods

A wide range of assessment methods, both formative and summative, will be used across all modules to ensure that programme outcomes can be demonstrated by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of

- workshop group activity, where students consider a case-study, issue, or problem, and report on towards the end of the session in an oral presentation
- simulations and role-play activities
- in-class debates
- communication exercises
- activities that confirm understanding

Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills.

Summative assessments of each module will be one of the following:

- written reports (formative element in the form of lecturer giving guidance on structure and general content)
- portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer
- presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details.

	This variety of approaches to assessment supports diversity in learning.
	All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors.
	For the online version the assessment methods will be the same and administered remotely.
19. Inclusive Considerations	Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural awareness. Students who appear not to keep up with the pace of the cla support services.
20. Prior credits considered for RPL	

Version history:

Version	Amended by	Revision summary