

## Part 1 Programme details

<b>Proposed title</b>	MSc in Digital and Content Marketing
<b>Existing titles and codes</b>	MSc in Digital Marketing TU325
<b>Mode and duration of programme</b>	1 year full-time
<b>ECTS</b>	90
<b>TU Dublin Award(s) sought</b>	Master of Science in Digital and Content Marketing
<b>Classifications of award(s)</b>	Honours: First Class Honours, Second Class Honours, 1st Division, Second Class Honours, 2nd Division and Pass
<b>School responsible</b>	Marketing and Entrepreneurship
<b>Professional body accreditation and relevant dates (where applicable)</b>	N/A
<b>External provider type (where applicable)</b>	N/A
<b>Delivery location</b>	Aungier Street

## Part 2 Programme approval information

<b>Date of initial approval (of Q1A) by SLT's Academic and Research Committee/SLT</b>	N/A
<b>Date of validation/review event</b>	2 <sup>nd</sup> June 2022
<b>Date of approval by Academic Council and Governing Body</b>	
<b>Proposed date of re-commencement</b>	September 2022

### Part 3 Programme background/structure

#### **Background**

The MSc in Digital Marketing was first validated in April 2016. The MSc Digital and Content Marketing has been re-designed in response to industry and graduate demand for key digital marketing skills in content creation.

#### **Stated aims and learning outcomes of the programme**

This programme is designed for business graduates wishing to pursue a career in Digital and Content Marketing. In addition to academic and research focus, the programme aims to provide participants with strategic, analytical, technology and content skills informed by industry engagement. On successful completion of this programme the learner should be able to demonstrate that they have achieved the following learning outcomes.

#### **Programme Learning Outcomes**

Indicator		Programme Learning Outcome
<b>Discipline-Specific Knowledge</b>	<i>Knowledge – Breath, Kind &amp; Cross Disciplinary</i>	1. The ability to demonstrate advanced knowledge of the theoretical underpinnings and applied skills necessary to analyse, critically evaluate and apply the principles and practices of relevant fields of digital marketing, content marketing and related disciplines.
<b>Know-How and Skill</b>	<i>Know-How and Skill - Communication Know How &amp; Skill – Range</i>	2. The ability to select and apply research tools and techniques of inquiry, to critically evaluate the broad range of digital and content marketing theory and practice, and to communicate persuasively to a range of audiences using excellent interpersonal skills.
	<i>Business Analysis and Problem- Solving (Know- How and Skill – Selectivity, Competence - Context)</i>	3. Ability to apply an integrated skillset of digital and content marketing techniques, platforms and tools, including novel and emerging technologies and explore, interpret current and emerging issues and develop appropriate solutions across a range of industry and business contexts.
<b>Competence</b>	<i>Competence – Context &amp; Insight</i>	4. A critical awareness of and the ability to convincingly articulate the professional, legal, social, ethical and sustainability considerations and implications for the practice and research of digital and content marketing across a variety of contexts.
	<i>Competence – Role</i>	5. An ability to initiate, plan, lead and manage projects of significant complexity involving peers while effectively communicating and defending findings and conclusions.

Competence – <i>Learning to Learn</i>	6. Adopt a reflective approach to personal and professional development and embrace the philosophy of life-long learning in the disciplines of digital and content marketing.
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### **Programme structure**

Semester 1 is a full 12 week teaching semester and consists of 8 core modules of 5 ECTS. Semester 2 consists of 3 core modules of 5 ECTS and 1 elective module of 5 ECTS delivered over 9 weeks and then students commence their work placement. Semester 3 consists of a 10 ECTS Work Placement, a 15 ECTS Dissertation and a 5 ECTS Digital Portfolio.

### **Entry Requirements**

The minimum entry grade is a 2.1 or equivalent in a business-related honours degree (Level 8). Students with a high 2.2 are considered but do not have automatic entry.

### **Student assessment**

In accordance with TU Dublin City Campus General Assessment Regulations

### **Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:**

Students have up to 4 attempts to complete each assessment.

40 ECTS will be delivered in Semester 1. This is to facilitate a 9 week semester 2 to allow work placement to commence in April.

## **Part 4 Validation Details and Membership of Panel**

**Schedule of meetings:** Thursday, 2<sup>nd</sup> June 2022

**Venue:** MS Teams

### **External Members**

Dr Ethel Claffey	Lecturer, South East Technological University (SETU), Waterford.
Jenny Gilleece	Digital Marketing Specialist, Irish Cancer Society
Dr Stephen O’Sullivan	Lecturer, University College Cork

### **Internal Members**

Dr. Anne Greene (Chair)	School of Pharmaceutical & Chemical Sciences, TU Dublin
Dr. Brian Gillespie	School of Computer Science, TU Dublin

**Quality Assurance Office**

Nicole O'Neill

Quality Assurance Officer, TU Dublin

**Documentation submitted:** Self Evaluation and Overview, Student Handbook, Q5 Annual Monitoring Reports, External Examiner Reports, Programme Committee Minutes

**Part 5 Summary of Panel findings against key questions**

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Programme Review Terms of Reference	Yes / No
Is the market demand and need for the programme clear and articulated?	Yes
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes
Are the entry requirements clear and appropriate?	Yes
Are the arrangements for access, transfer and progression in accordance with University policy and NFQ?	Yes
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
Do the individual modules 'add up' to a coherent programme?	Yes
Are Graduate Attributes embedded within the programme?	Yes
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	Yes
Is there appropriate use of student-centred learning, teaching and assessment strategies, recognise the needs of diverse student groups?	Yes
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	Yes
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	Yes
Is the programme maintaining appropriate academic standards commensurate within the University's awards and standards ?	Yes
Was feedback sought and utilised from relevant stakeholder groups including students, staff, external examiner, industry, community and the profession?	Yes
Does the programme adhere to TU Dublin Policies, Guidelines, Educational Model and good practice in learning, teaching and assessment?	Yes
Are adequate resources allocated for the effective delivery of the programme?	Yes
Are the quality enhancement procedures being effectively implemented, including the implementation of a quality enhancement plan?	Yes

**Part 6 Recommendations of the Panel**

- **Overall recommendations of the Panel**

The panel commends the programme team on developing this programme focusing on Marketing content creation which is relevant to industry and was welcomed by the students with whom the panel met and will give this MSc programme a distinct advantage. It was clear to the panel that the programme team is innovative and responsive to their stakeholders. It was clear that the students valued how the learning in the programme prepared them for roles for industry. The panel was impressed was the high calibre mix of staff with different specialisms on the programme.

The panel recommends continuing approval of the programme with the following awards at Level 9 on the National Framework of Qualifications:

1. Master of Science in Digital and Content Marketing

The panel makes the following recommendations for the consideration of the programme team

<b>Recommendation</b>	<b>School Response</b>
Keep under review the role of Data Analytics in the programme and ensure that Data analytics is addressed in each module as appropriate and emphasis on Data Analytics is maintained on the programme.	<p>The school are committed to retaining analytics as core module within the programme. In addition to the 10 credits (5 core and 5 elective) currently allocated to the analytics modules, data and analytics are embedded in the following modules:</p> <ul style="list-style-type: none"> <li>• User Experience and Design.</li> <li>• Omni-Channel Campaign Management.</li> <li>• MarTech.</li> <li>• Regulation and Governance.</li> </ul> <p>The programme will also review the role of analytics through the annual evaluation from the external examiner and the Q6a from the students.</p>
Revise the module content to ensure that there is clear evidence that critical and societal outputs are explicitly included, this should include sustainability and EDI Issues.	Where applicable, sustainability and EDI issues have been embedded in the programme. For example Omni-Channel Campaign Management with a mini SDG social media campaign and live project with social enterprise. Strategic Digital Marketing and Social Media Marketing both have Los that focus on sustainability and EDI Issues.
Put more information in the User Experience Design module to explain the relevance of Robotics and Internet of Things.	Robotics and Internet of Things were included in the indicative syllabus to provoke students to think about the user experience in non-traditional contexts. As

	they are a minor segment within the overall syllabus, they have been removed from the indicative syllabus but remain part of the module content.
Continue to explore ways to deliver the material in line with emerging technologies and best pedagogical practices as the programme team is developing the delivery model for this programme.	The programme team pioneered a programme-wide HyFlex model for the academic year 2021/22. For the duration of the year, different approaches and technologies were piloted and the learnings used to evolve the teaching practice both in online and face-to-face environments. The team will continue to explore emerging technologies and how they can be used to enhance our teaching through the participation on Community of Practice (CoP) groups and through the piloting of emerging technologies.
Ensure that the student handbook is updated to advise students on the delivery mechanisms and their requirements for attendance and engagement.	The student handbook has been updated to provide additional information on delivery mechanisms, attendance and engagement.
Ensure consistency of the total learning hours across modules and provide a rationale where contact hours differ between the modules.	The programme team have reviewed their modules for learning hours consistency. Some modules have retained higher contact hours to reflect the nature of the module.
Review the programme and module learning outcomes, with a view to enhancing consistency and alignment between the learning outcomes and content while ensuring use of active verbs.	Module learning outcomes have been reviewed for consistency and use of action verbs in the learning outcomes. Where required, amendments were made.
In the Student Handbook include an assessment calendar and clarify details of bursaries and scholarships.	The student handbook will be updated within two weeks of the teaching semester beginning to include an assessment calendar. Details of the bursaries have been added. Details of the scholarships are not relevant once the students have started so not included in the handbook but scholarship details will be posted in the programme page on the TU Dublin website.
The panel notes the importance of retaining group work as a reflection of real-life and recommends the team review how well it operates across the 2 programmes and how groups are selected such that members are rotated to ensure a fairness of opportunity while maintaining peer review where appropriate.	Teams will be set by the programme co-ordinators for the 5 shared modules. By centralising the team creation, students will be rotated and will have an opportunity to work with a mix of different students for each module. It also supports the school in getting a balance of students from across both disciplines that reflects the workplace.  Peer review will form part of the assessment module for all shared modules.

**Additional Comments:**

Reflecting on the review process, the programme team will make the following two further amendments:

1. The module “Digital Campaign Planning” will be renamed “Omni-Channel Campaign Management” to reflect the revised module content and learning outcomes that were presented to the panel.
2. The Digital Portfolio will have a minimum number of artefacts. This is to reflect the assessment discussion that was held with the teaching team during the review.

### **Summary of Changes Approved**

Change of Title from MSc in Digital Marketing to MSc in Digital and Content Marketing.

Reduce Data analytics modules from 20 ECTS core modules to a 5 ECTS core module and a 5 ECTS optional module.

Add 4 new modules: Creative Thinking, Copy and Content, Advanced Content Creation, Digital Portfolio.

Reduction of the Dissertation from 20 ECTS to 15 ECTS