

# Programme Specification

## Postgraduate Programmes

<b>Awarding Body/Institution</b>	University of London
<b>Teaching Institution</b>	Goldsmiths, University of London
<b>Name of Final Award and Programme Title</b>	MSc Marketing & Technology
<b>Name of Interim Award(s)</b>	Postgraduate Certificate in Marketing & Technology Postgraduate Diploma in Marketing & Technology
<b>Duration of Study / Period of Registration</b>	1 year full-time; 2 year part-time
<b>UCAS Code(s)</b>	N/A
<b>QAA Benchmark Group</b>	N/A
<b>FHEQ Level of Award</b>	Level 7
<b>Programme Accredited by</b>	N/A
<b>Date Programme Specification Last Updated/Approved</b>	2022/2023
<b>Primary Department / Institute</b>	Institute of Management Studies (IMS)

**Departments which will also be involved in teaching part of the programme:**

## Programme overview

The MSc Marketing & Technology will provide students with the skills and knowledge required to be effective marketers in increasingly technology-dominated marketing environments. Emerging technologies such as 3D Printing, Virtual Reality, the Internet of Things, and Artificial Intelligence are reshaping marketing landscapes in unforeseeable ways; they disrupt existing markets, and they create entirely new markets. While traditional marketing models explain superior marketing performance in established and stable market environments reasonably well, new marketing approaches are required to master the marketing challenges of the future. The MSc Marketing & Technology aims to stimulate new thinking among students, and equip students with the mindset, knowledge, and tools to successfully navigate technology-dominated marketing environments in their future careers. The programme content is distinguished by the following three recurring themes which run through different modules. They present key marketing competences of the future:

- *Conducting immersive market research:* Big Data and Deep Analytics harness technological advances that enable vigilant and adaptive market learning approaches that rapidly respond to broad market trends. Furthermore, ethnographic and netnographic market learning approaches, in combination with Deep Analytics, help create Thick Data which offer an in-depth picture of individual-level consumer experiences. If such insights into customers are coupled with the abilities of emerging technologies, greater creativity in new product and service development can be achieved. Indeed, this would lay the foundation for radical innovation.

*Creating participative marketing landscapes:* Digital technologies allow customers to actively

participate in marketing activities real-time, for instance, by designing their own products via web interfaces, creating viral online content, and shaping brand identities via online brand communities. Companies have to leverage digital technologies to create interactive and participative marketing landscapes to establish intimate customer relationships. The consequence of such participative marketing landscapes are increasingly porous boundaries between companies, customers, and further stakeholders. The trend towards participative marketing landscapes will be further stimulated by emerging technologies such as 3D printing and Virtual Reality.

- *Conceiving market-driving strategies:* Emerging technologies have the potential to disrupt existing markets, and to create entirely new ones. To tap into this potential, marketers must not assume existing markets to be unalterable realities. Rather, existing market infrastructures can be actively shaped and transformed via market-driving strategies. These are also key to the successful creation of radical innovations. In this context, the programme will highlight the fact that marketers can direct technological development towards significant social and environmental challenges, which should be viewed as market opportunities. In so doing, marketers can leverage market mechanisms to (re)shape the world we are living in.

The programme will also raise awareness of the potentially harmful effects that new technologies can have on society and the environment if they are not employed thoughtfully. For example, information technology has spawned entirely new media platforms. They compete for user attention to attract corporate advertising money. However, the goal to maximise user attention has led to the proliferation of “fake news” which pose a real threat to the stability of Western democracies. The programme seeks to encourage holistic thinking that considers social and environmental implications of marketing action.

## Programme entry requirements

Students are expected to have or obtain a first class or upper second class undergraduate degree, or equivalent. Degrees from a variety of backgrounds are accepted, including social and management sciences, economics, natural sciences, engineering, computing, IT, psychology, and creative disciplines.

Applicants with appropriate work experience may be considered on a case-by-case basis. Such applicants must have a minimum of 3 years work experience, having performed marketing roles (brand manager, product manager, account manager, marketing consultant, etc.) in an entrepreneurial company and/or in a technology-driven industry.

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.0 in the written element and no individual element lower than 5.5).

## Programme learning outcomes

The defined learning outcomes are designed to meet the standards for a higher education qualification at level 7 on the FHEQ and SCQF (master’s degree). Furthermore, Goldsmiths Graduate Attributes have informed the development of the defined learning outcomes.

Students exiting the programme with the Postgraduate Certificate in Marketing & Technology (core and optional modules to the value of 60 credits) should be able to:

<b>Knowledge and Understanding</b>	<b>Taught by the following modules</b>
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<b>A1</b>	Distinguish between market-driven and market-driving strategies.	Technological Innovation & Market Creation; Marketing Strategy
<b>A2</b>	Develop impactful marketing campaigns, and identify the benefits and limitations of marketing planning.	Marketing Strategy; Digital Marketing & Branding

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B1</b>	View markets as social arenas that can be shaped by marketing actions.	Technological Innovation & Market Creation; Marketing Strategy
<b>B2</b>	Map out offline as well as digital customer journeys.	Creating Customer Experiences; Digital Marketing & Branding

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C1</b>	Develop marketing plans as well as market shaping strategies.	Marketing Strategy; Technological Innovation & Market Creation
<b>C2</b>	Design participative digital marketing campaigns that engage the customer.	Creating Customer Experiences; Digital Marketing & Branding

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D1</b>	Work effectively as a member of a team.	All modules
<b>D2</b>	Present and integrate ideas effectively in written work. Be able to see contrasting viewpoints and address them critically.	All modules

Students exiting the programme with the *Postgraduate Diploma in Marketing & Technology* (core and optional modules to the value of 120 credits) should be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A3</b>	Distinguish between interactive, digital customer engagement models and traditional customer management.	Digital Marketing & Branding; Creating Customer Experiences
<b>A4</b>	Describe the tools and strategies that are conducive to new market creation and radical innovation development.	Technological Innovation & Market Creation; Marketing Analytics
<b>A5</b>	Identify the benefits and disadvantages of different market research methods, including big data analytics and netnographic research.	Research Design & Applied Statistics; Marketing Analytics

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B3</b>	Apply customer engagement models in the marketing process, and assess their value for the creation of innovation.	Creating Customer Experiences
<b>B4</b>	Derive actionable insights from traditional as well as immersive market research methods.	Marketing Analytics; Research Design & Applied Statistics
<b>B5</b>	Demonstrate how digital technologies reshape society, specifically the relationships between people and organisations, and how this is true for new technologies in general.	Digital Marketing & Branding; Creating Customer Experiences

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
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<b>C3</b>	Apply relevant market research methods effectively, and derive meaningful insights that inform marketing decision-making.	Research Design & Applied Statistics; Marketing Analytics
<b>C4</b>	Explore, identify, and/or create market opportunities for new, emerging technologies.	Technological Innovation & Market Creation
<b>C5</b>	Design co-creational marketing strategies that unlock the value of new technologies.	Digital Marketing & Branding; Creating Customer Experiences

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D3</b>	Communicate ideas effectively in public speaking.	All modules
<b>D4</b>	Work independently and make well-informed and justified decisions.	All modules
<b>D5</b>	Think critically and question underlying premises of established belief systems.	All modules

In addition to the learning outcomes above, students who successfully complete the programme (core plus optional modules and research dissertation, totalling up to 180 credits) and are awarded the *MSc in Marketing & Technology* will be able to:

<b>Knowledge and Understanding</b>		<b>Taught by the following modules</b>
<b>A6</b>	Analyse the relationships between science, technology, markets, society, and the natural environment.	Dissertation
<b>A7</b>	Identify relevant concepts from the literature that help understand real-world problems of managers, entrepreneurs, consumers, or policymakers.	Dissertation

<b>Cognitive and Thinking Skills</b>		<b>Taught by the following modules</b>
<b>B6</b>	Combine disparate theoretical concepts to create novel theoretical ideas.	Dissertation
<b>B7</b>	Identify theoretical biases in the literature, and managerial biases in the real-world, and challenge them via new perspectives on technology and markets.	Dissertation

<b>Subject Specific Skills and Professional Behaviours and Attitudes</b>		<b>Taught by the following modules</b>
<b>C6</b>	Identify gaps in the theoretical understanding of the field of marketing and technology.	Dissertation
<b>C7</b>	Identify important real-world phenomena, problems, and challenges that merit research attention and develop research designs to address them.	Dissertation
<b>C8</b>	Articulate and communicate new theoretical ideas that help fill theoretical gaps and identify novel research opportunities based on these ideas.	Dissertation

<b>Transferable Skills</b>		<b>Taught by the following modules</b>
<b>D6</b>	Move projects forward decisively in ambiguous	Dissertation

	task environments, when decision-making parameters and performance outcomes are poorly defined.	
<b>D7</b>	Build productive relationships with external project collaborators.	Dissertation
<b>D8</b>	Change the way people think and act.	Dissertation

## Marking Criteria

<b>Mark</b>	<b>Descriptor</b>	<b>Specific Marking Criteria</b>
90-100%	Distinction (Exceptional)	The work exceeds what is expected for an excellent grade with regards to nearly all criteria mentioned below.
80-90%	Distinction (Outstanding)	The work exceeds what is expected for an excellent grade with regards to several criteria mentioned below.
70-79%	Distinction (excellent)	<p>Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.</p> <p>A mark of 70% - 79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically;</li> <li>2. announces its structure at the start and stick closely to this announced structure;</li> <li>3. has relationships between statements that are very easy to recognize;</li> <li>4. gives wide-ranging and appropriate evidential support for claims that are made;</li> <li>5. is presented clearly and accurately, and has a substantial impact on the audience.</li> </ol> <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.

		<p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner;</li> <li>2. has a detectable structure which is adhered to for the most part;</li> <li>3. has relationships between statements that are generally easy to follow;</li> <li>4. has a good quality line of argument</li> <li>5. supports claims by reference to relevant literature;</li> <li>6. is presented clearly and adequately but not with a major impact.</li> </ol> <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
50-59%	Pass	<p>Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue;</li> <li>2. has a structure, but one that is rather loose and unannounced;</li> <li>3. has relationships between statements that are sometimes hard to follow;</li> <li>4. has a fair quality line of argument (information drives argument, rather than other way round);</li> <li>5. tends to make claims without sufficient supporting evidence;</li> <li>6. is presented with an adequate, but not substantial, clarity or impact.</li> </ol> <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
30-49%	Fail	<p>Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p>

		<p>A mark of 30-49% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> <li>1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material;</li> <li>2. lacks a clear structure or framework;</li> <li>3. has relationships between statements that are often difficult to recognise;</li> <li>4. has a poor quality line of argument;</li> <li>5. makes poor use of evidence to support most of the claims that are made;</li> <li>6. is presented without much impact.</li> </ol> <p>The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
10-29%	Bad fail	<p>Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework.</p> <p>A mark close to 29% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question. Little impact is shown in the group presentation.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## Mode of study

This programme is delivered via in person teaching and learning on our New Cross campus in London.

# Programme structure

## Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Technological Innovation & Market Creation	IM71051A	15	7	Core	1
Digital Marketing & Branding	IM71047A	15	7	Core	2
Creating Customer Experiences	IM71015A	15	7	Core	2
Marketing Strategy	IM71033A	15	7	Core	1
Marketing Analytics	IM71048B	15	7	Core	2
Research Design & Applied Statistics	IM71011A	15	7	Core	1
Consumer Behaviour	IM71007A	15	7	Optional	1
Psychology of Advertising and Marketing	IM71008A	15	7	Optional	2
Innovation Theory	IM71013A	15	7	Optional	1
Innovation Case Studies	IM71010A	15	7	Optional	1
Design Thinking	IM71014A	15	7	Optional	2
Digital Research Methods	IM71046A	15	7	Optional	2
Leadership and Talent Management	IM71001B	15	7	Optional	1
Dissertation	IM71000A	60	7	Core	1,2,3

## Part-time Mode

In the part-time mode, the first year includes the core modules that introduce students to the key substantive themes, concepts, and frameworks (e.g., Technological Innovation & Market Creation, Marketing Strategy, etc.). In the second year, students can extend their knowledge and skills by choosing two optional modules and will also acquire key analytical skills (Research Design & Applied Statistics and Marketing Analytics).

## Year 1

Module Name	Module Code	Credits	Level	Module Type	Term
Technological Innovation & Market Creation	IM71051A	15	7	Core	1
Marketing Strategy	IM71033A	15	7	Core	1
Digital Marketing & Branding	IM71047A	15	7	Core	2
Creating Customer Experiences	IM71015A	15	7	Core	2



## Year 2

Module Name	Module Code	Credits	Level	Module Type	Term
Research Design & Applied Statistics	IM71011A	15	7	Core	1
Marketing Analytics	IM71048B	15	7	Core	2
Consumer Behaviour	IM71007A	15	7	Optional	1
Innovation Theory	IM71013A	15	7	Optional	1
Innovation Case Studies	IM71010A	15	7	Optional	1
Psychology of Advertising and Marketing	IM71008A	15	7	Optional	2
Digital Research Methods	IM71046A	15	7	Optional	2
Design Thinking	IM71014A	15	7	Optional	2
Dissertation	IM71000A	60	7	Core	1,2,3

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study, and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars, and so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing Services](#) maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## Employability and potential career opportunities

The programme aims to transform students into uniquely-trained individuals who will possess the knowledge and skills required to create transformative marketing strategies in dynamic, uncertain, and technology-dominated industries. It will provide graduates with a profile that will stand out in the job market, especially compared to graduates from traditional marketing programmes. Graduates will find employment opportunities as marketing managers, market researchers, and marketing consultants in technology-driven industries, but also in traditional consumer markets, creative industries, the non-profit and the public sector. Virtually every organisation has to cope with the marketing implications of the growing diffusion of digital technologies, virtual reality technology, artificial intelligence, etc. In their job search, graduates will benefit from the various links of faculty members with industry representatives. Many students will also conduct their dissertation research in organisations. On other IMS programmes, such interactions with organisations can lead to job opportunities.

Technology clusters and entrepreneurial hubs present an exciting employment opportunity for graduates of this programme. The UK is a place distinguished by the presence of several world-leading, research-intensive universities that are hotbeds for emerging technologies. These universities have spawned important technology clusters with strong entrepreneurial activity, such as the Silicon Fen in Cambridge and the Silicon Roundabout in London. Through their links with these companies, the programme director and module leaders will seek to encourage entrepreneurial firms in these technology clusters to take on our students for work placements, dissertations, and work after graduation. Specifically, faculty has established several close relationships with companies in important UK technology clusters through their research activities. The regular use of industry guest speakers aims to facilitate early relationship building between students and potential employers. Also, potential job and internship opportunities will be advertised on a regular basis.

## Programme-specific requirements

Not applicable

## Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## Specific programme costs

Not applicable