

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Science - Digital Business <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Digital Business • Postgraduate Certificate (Pg Cert) - Digital Business
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Business and Management
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MSc Digital Business FT, Full-time, September or January start - 1 year standard length
Valid for cohorts	From 2024/5

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: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

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.

As the contemporary work environment continues to change, graduates need to be more than ever prepared and knowledgeable. The practical nature of the course and the development of specialised skills in the application of new technologies, disruptive trends and digital developments in any business environment significantly enhance employability. Whether the course is used to progress a career path or aid a career change, the acquired knowledge and skill-set improve the students' career prospects.

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.

Graduates of the course have found employment in organisations such as KPMG, Chubb Limited, Stonegate Group, Bank of Jamaica, Nimbus Ninety etc. Starting at middle-tier jobs (consultant, digital business practitioner, performance marketing), some have progressed to senior roles such as digital strategist, content creation manager, senior IT enabled transformation associate etc.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 1 Demonstrate a critical awareness of the technologies, concepts and architectures that enable digital business and their role in supporting digital transformation. (KU)
- 2 Understand systematically the theory and practice of big data analytics, their impact on business and the frameworks of business intelligence. (KU)
- 3 Evaluate the key principles of managing digital processes and stakeholder communications and formulate the planning, implementation, and measurement of digital strategies. (KU)
- 4 Demonstrate a comprehensive understanding of the significance, challenges and impact of digital trust examined through the digital business issues of cybersecurity, risk management, associated disruptive technologies and their applications. (KU)
- 5 Display systematic knowledge of the key drivers, models and strategies of digital innovation and disruption. (KU)
- 6 Critically appraise the concepts, domains, opportunities and challenges behind the design, plan and implementation of an integrated digital strategy. (KU)
- 7 Demonstrate a high degree of subject knowledge that would support applying technological knowledge commercially and carrying out digital transformation plans. (KTS)
- 8 Gather, synthesise and analyse information from a variety of appropriate resources to solve problems individually and as part of a research and design team. (KTS)
- 9 Communicate ideas, problems and solutions clearly and effectively in a variety of formats to specialist or non-specialist audiences. (KTS)
- 10 Develop lifelong learning skills and strategies for maintaining an up-to-date awareness of emergent technologies, market developments and best practice. (KTS)
- 11 Interrelate business requirements, resources and theoretical frameworks to determine appropriate tools and platforms for planning and facilitating digital businesses initiatives. (SS)
- 12 Demonstrate the ability to conceptualise and formulate strategies for implementing appropriate, secure solutions to digital business challenges. (SS)
- 13 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. (SS)
- 14 Employ analytical and problem solving techniques to solve real-life digital business challenges and propose relevant, secure and sustainable solutions. (SS)
- 15 Demonstrate a clear understanding of the social and ethical dimensions and implications of digital business and appreciate the value of drawing upon diverse approaches and perspectives in achieving goals. (SS)

How will you learn?

Learning methods

The approach to learning and teaching seeks 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. Following the University's education strategy, we support our students to become flexible, resilient, skilled graduates, and life-long learners, who succeed and contribute to society in ways they value. We offer an inclusive, accessible, decolonising and diversifying curriculum paired with effective, joined-up academic and professional student support systems. Students are strongly encouraged to draw upon their work experience where appropriate, reflect on their interaction with fellow students and external organisations and evaluate alternative approaches. We employ technology-enabled classrooms and blended learning and facilitate relationship-building through 'close learning' (seminars and small group learning activities).

All modules are supported by the University's Virtual Learning Environment (VLE), Blackboard, where all module lectures and study materials are deposited. The VLE provides functionality that enables blended learning, where the dominant face-to-face approach is supplemented and supported with online recordings, discussion forums and portfolio development. This facilitates individual and team learning, and enables the capture of contributions and reflections for learning and/or portfolio development. Through this synchronous and asynchronous option, the students are able to engage with their formal learning and with developing deeper subject understanding in their own time, individually or in teams. Students are recommended to also utilise the training/materials available through the University library e-sources and, when appropriate, Massive Online Open Courses (MOOCs) to help consolidate their learning.

The course encourages students to work in teams during events given by digital business experts from diverse sectors. Collaborative learning creates 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 involves 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.

Teaching methods

The course is taught in a practical, active way that is inquiry-focused and socially engaged. Teaching methods enable practical and active modes of delivery, actively engaging students in research through inquiry. Teaching adopts a range of methods, supplementing the traditional approaches by drawing on interactive, cooperative and collaborative activities, including innovative live scenarios from industrial partners. Approaches vary according to the particular module, its content and module aims. The range incorporates lectures, tutorials, seminars, supplemented with workshops, guest/expert speakers, and, as appropriate, masterclasses. Invited industrial partners or academic experts in the related field present case studies/scenarios based on their represented industries, focusing on various aspects of digital transformation and designed to reflect and complement the material taught by the parallel-running modules. This is followed by student-led, hands-on workshops which enables the learners to innovate and learn. This is based on the principles of collaborative learning, problem-solving and design solutions, and enables 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 field experts and industrial partners.

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of digital business and the challenges faced in working across different sectors, industries, and cultures. Colleagues teaching on the course are subject experts. Learning spaces are configured to promote active learning and the digital learning environment further enables active engagement.

Equality, Diversity and Inclusion is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to EDI, the course has adopted a strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all students will feel like they belong, and have the opportunity to engage. Access to learning opportunities will be provided through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Assessment methods

The assessment strategy for the course is based on the use of varied, authentic, diverse and 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, research papers and portfolios), team assignments, computer-based exercises and prototype development. 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 consultancy work and prototype development provides students with the experience of working to time-constrained deadlines, reflecting a scenario that regularly occurs in organisations. It provides a developmental environment that prepares the students to apply their learning to 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 assessments. 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 inclusive and diverse ways.

Assessment methods include in- and end-of-module tasks such as coursework assignments, presentations, poster sessions, and research or consultancy reports. 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 follows 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 inclusion 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

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	UK credit	ECTS
7BDIN010W	Big data analytics and business intelligence	Core	20	10
7DIBU005W	Contemporary issues in the delivery of digital business	Core	20	10
7CSEF003W	Cybersecurity and blockchain technologies	Core	20	10
7DIBU001W	Digital Business Design	Core	20	10
7DIBU003W	Digital Innovation, Disruption and Transformation	Core	20	10
7DIBU004W	Generating Digital Transformation	Core	20	10
7MNST013W	Project	Core	40	20
7PJMN018W	Agile Project Management	Option	20	10
7DIBU002W	Customers and competition in the digital era	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The Course Leader is responsible for the management and co-ordination of the MSc Digital Business.

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 regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

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 <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

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](https://www.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 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 in 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 <https://www.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 <https://www.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. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

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 the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

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 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

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 they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©