Module Descriptor

Title	Digital Marketing And Analytics		
Session	2026/27	**Status**	Current
Code	MARK09021	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**School of Business and Creative Industries** **Business and Creative Industries**		
Module Co-ordinator	Theofilos Tzanidis		

Summary of Module

The aim of this module is to equip the students with the skill set required to plan and deliver a practical digital marketing project. This module will introduce the students to a variety of digital marketing communication tools mainly focusing on analytical based social media growth strategies. This module will focus in helping students develop an understanding the relationship between the social communication platforms, the audience, and the content, while at the same time help them assess growth in engagement using popular analytical packages. The module will also divert focus to include popular AI enhanced digital communication methodologies and will introduce the latest digital practices and developments in the industry.

The learning experience is intended to be flexible, and student centred, aiming to deliver an interactive learning experience utilising the latest updates from commercial platforms used by industry. Students will have the opportunity to develop, as part of the module assessments an online portfolio of competencies that will sharpen their practical skills. Students will also be encouraged to develop critical skills and produce material consistent with both academic and current industry requirements.

The learning style is blended with students being expected to attend workshop style support sessions and participate in online learning activities their practical abilities. Students will also be encouraged to develop critical thinking abilities and to create work that meets both academic and current industry standards.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley X	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	X☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate a range of digital marketing tools
L2	Critically analyse relevant digital marketing theories and models
L3	Propose digital marketing solutions to organisations
L4	Analyse data from a range of digital sources to suggest practical solutions for organisations
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Analyse data from a range of digital sources to suggest practical solutions for organisations using using AI.
Practice: Applied Knowledge and Understanding	**SCQF 9** Making use of key practical techniques and skills relating to the organisation of digital marketing using AI Making use of investigative enquiry into the application of digital marketing and analytic tools
Generic Cognitive skills	**SCQF 9** Demonstrating analysis of conceptual material within digital marketing Investigating and synthesising academic and applied research material and analytical materials relating to the marketing discipline

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 9** Present or convey, formally and informally, information about the module topics to an informed audience. Communicate with others (e.g. peers, teaching staff) in a professional manner. Use a range of sources of information (including e-sources) to search for module-related information. Use standard applications (such as Word and PowerPoint) to present and display data. Convey information in a clear and accessible manner. Making use of electronic data to aid investigation
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Exercise managerial responsibility in relation to self and others (as appropriate) in order to prepare/undertake class activities and prepare/produce and submit assessment tasks. Where required and appropriate (eg during class activities), adopt a leadership/managerial role.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Teaching methods will incorporate many aspects of the digital world in the teaching practice, and the programme will utilise both online and offline marketing tools to deliver module material. The learning experience is intended to be flexible and student-centred, aiming to deliver an interactive learning experience that will be of benefit both the lecturer and the student. The structure of the delivery of this module will incorporate the one-hour lecture with a following hour of guest speakers, student presentations and in-class debates. To support our students' practical skills development, the module will introduce one hour lab/workshops. During these workshops students will develop the capacity to create content and learn to promote it through social media channels.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Laboratory / Practical Demonstration / Workshop	24
Asynchronous Class Activity	30

Independent Study	122
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Kihlström, G., 2024. Using AI in Marketing: An Introduction. Stylus Publishing, LLC. Kumar, V. and

Kotler, P., 2024, TRANSFORMATIVE MARKETING, Palgrave &Macmillan. Venkatesan, R. and Lecinski, J., 2021. The AI marketing canvas: A five-stage road map to implementing artificial intelligence in marketing. Stanford University Press.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students should reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Marketing, Innovation, Tourism & Events**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☒ **Yes** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	E Conlan
External Examiner	Alvina Gillani
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Development and delivery of a social media activity and strategic plan using generative AI platforms, and analytic performance analysis presentation. (40%) The word count will align with the guidance in the Assessment Handbook
Assessment 2
Consultation with a live business or development of a new product or service idea, preparation of an extensive report and subsequent delivery of suggested digital marketing strategy approach using generative AI platforms (60%) The word count will align with the guidance in the Assessment Handbook
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio 1	☒	☐	☐	☒	☐	40%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio 2	☐	☐	☐	☐	☐	60%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☒	☒	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who