Module Descriptor

Title	Future Marketing & Transformational Technology		
Session	2026/27	**Status**	Existing
Code	MARK11044	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Business and Creative Industries**		
Module Co-ordinator	Matthew Frew		

Summary of Module

This module critically and practically interrogates how this age of acceleration, and techno-culture is challenging and changing the field of marketing, digital marketing and the marketing professional. Underpinned by a Future Studies socio-theoretical perspective and focuses on how global phenomenon, trends, and patterns in digital, social, and transformational DARQ technologies reflect a discursive power that is shaping the future of how we work, learn and live.

Students will explore and critique this discursive shift, power and potential of transformational technologies to accelerate a transhuman consumer, market and so future marketing. Students will engage with a series of socio-theoretical and Future Studies perspectives to explore possible, plausible, preferable and probable futures for the field of marketing and the marketer. Again, students will practically engage and apply a series of transformational DARQ* technologies to advance future marketing innovations. Therefore, this module, theoretically and practically, places the student within an accelerating techno-culture compelling them to develop critical, creative and practical skill sets that respond and adapt to a dynamic, and ever changing marketing field. As such this module prepares students for a future marketing, emerging transhuman markets, impacts, and applications of transformational technologies *DARQ – Distributed ledger systems, artificial intelligence, augmented, virtual, mixed and extended reality, quantum computing along with transformational technologies such as haptics, nanotechnology, and internet of things.

Module Delivery Method	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☒	☒	☐	

[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

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley X	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 X☒	Term 2 ☐	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 interrogate and explore the field of marketing, marketer and their skill set needs through socio-theory Future Studies
L2	Critically examine the impact this age of acceleration, techno-culture and transformational DARQ technologies have on global trends, national policy agendas, markets, consumer practices and the disruption for business marketing practice
L3	Apply and couple theoretical insights with a series of transformational DARQ technologies for new and practical skill sets development and innovation
L4	
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 11** Students will be able to demonstrate knowledge and understanding of key components of digital, social and transformational DARQ technologies. They will be able to critical interrogate the theoretical to practical impact and future implications of digital and technological disruption for business, enterprise and entrepreneurship
Practice: Applied Knowledge and Understanding	**SCQF 11** Students will be able to understand, demonstrate and develop a series of transformational DARQ technologies skill sets for the analysis, promotion and development of business, brands and an emergent transhuman prosumer.
Generic Cognitive skills	**SCQF 11** Demonstrate critical and analytical skills through the application of a socioculturally informed futurology. This conceptual understanding will enable the development of higher order skill sets, which will facilitate creativity and future facing insights and innovations for business, enterprise and entrepreneurship Critically review, reflect and consolidate the knowledge, skills and practices that demonstrate the rise and demand for accelerated DARQ technologies a business, enterprise and entrepreneur

Communication, ICT and Numeracy Skills	**SCQF 11** Develop the skills, competencies and creative confidence in the use of digital, social media and transformational DARQ technologies for marketing innovations and approaches Utilise a series of digital, social media and transformational DARQ technologies essential to a future facing marketer
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy, independence and initiative by developing and deploying a personal portfolio digital skills that speaks to a globally convergent and networked business environment Demonstrate the interpersonal to practical skills to work effectively and efficiently, with facilitated guidance, with peer, professional and social networks to complete collaborative project work Demonstrate responsibility, accountability and professional practice through negotiated workloads, outputs and deadlines with peers, external organisations and clients.

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.	
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	48
Independent Study	104
Please select	
Please select	
TOTAL	200

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

(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:

Baelo-Allué, S., 2019. Transhumanism, transmedia and the Serial podcast. International Journal of English Studies, 19(1), pp.113-131.

Ball, M., 2022. The Metaverse: And How It Will Revolutionise Everything. Liveright Publishing Co.

Bell, W., 2017. Foundations of futures studies, Volume 1: History, Purposes, Knowledge (Vol. 1). Routledge.

Bell, W., 2017. Foundations of futures studies: Volume 2: Values, objectivity, and the good society. Routledge.

Castells, M., 2011. The rise of the network society (Vol. 12). John Wiley & Sons. Harari, Y.N., 2016. Homo Deus: A Brief History of Tomorrow. Penguin

Kaku, M. 2018 The Future of Humanity: Terraforming, Mars, Interstellar Travel, Immortality and our Destiny Beyond. Audible.

More, M. and Vita-More, N. (2013) The Transhumanist Reader: Classical and Contemporary Essays on the Science, Technology, and Philosophy of the Human Future. John Wiley & Sons.

Solis, B., 2013. WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences. John Wiley & Sons. Van Dijck, J., 2013. Cultures of connectivity. Oxford University Press.

Van Rijmenam, M. 2022 Step into the metaverse: How the immersive internet will unlock a trillion-dollar social economy. John Wiley & Sons.

Vaynerchuk, G., 2013. Jab, jab, jab, right hook: How to tell your story in a noisy social world. Harper Business.

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.

(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	**Please select**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☐ **No** **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	Marketing, Innovation, Tourism and Events
Moderator	Theo Tzanidis
External Examiner	Andrew Paterson
Accreditation Details	Digital Marketing Institute
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical Project: Developing a DARQ Brand (40%)
Assessment 2
Critically interrogate transformational DARQ Technologies for Future Marketing and Marketer via a digital/transformational artefact (60%)
Assessment 3
(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**
Project	☐	☐	☒	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☐	☐	☐	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