

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Digital Marketing Theory			
Code: MARK11021	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Theofilos Tzanidis		
Summary of Module			
<p>This module integrates the latest digital marketing techniques with fundamental marketing concepts, focusing on the unique digital marketing needs of both B2B and B2C enterprises. Building on the knowledge acquired in Digital Marketing Practice, it lays a solid practical foundation by delving into cutting-edge digital marketing strategies, theories, and models from both academic circles and the industry forefront. Essential for digital marketing professionals, staying abreast of current industry trends and breakthroughs is crucial, ensuring they can swiftly and effectively enhance an organization's online footprint. This includes a deep dive into established digital marketing realms such as Search Engine Marketing, analysing Online Consumer Interaction Data, Social Media Management, adhering to Consumer Data Ethics, and executing effective Content Marketing, among others. Additionally, the curriculum now includes emerging topics like marketing in the Metaverse/3D web, leveraging cryptocurrency and digital assets (NFTs) for monetization, and employing AI to augment digital strategy formulation and campaign management.</p> <p>Upon completing this course, students will be proficient in critical digital marketing theories and management practices, including social media strategy, pioneering online product/service development, digital innovation techniques, digital account stewardship, inbound marketing tactics, and deriving insights from online customer behaviour. They will also excel in utilizing Big Data analytics and contemporary online marketing research methodologies. The course will equip students with skills in online data collection methods, enriching their existing academic research toolkit.</p> <p>The course curriculum is designed to make students well-versed in theoretical underpinnings and advanced digital strategies, preparing them to excel as adept professionals in the global digital marketing arena. Teaching methods will incorporate various elements of digital infrastructures and processes, such as web development, social media utilization, analytical and data mining tools, social customer relationship management, and leveraging both online and offline marketing channels to disseminate course content</p> <p>The learning experience is designed to be flexible and student-centred, with the goal of providing an engaging learning experience. As part of the module evaluations, students will be able to create an online portfolio of competencies that will help them improve 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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically examine and analyse the need for, and impact of, digital marketing in the modern business
L2	Critically evaluate advanced theories and frameworks of digital marketing strategies in an international organisational context
L3	Critically analyse and evaluate the application of traditional marketing concepts, models and techniques in today's digital business strategy
L4	Demonstrate the ability to conceptualise, develop and implement digital marketing strategies using both international academic and industrial resources.
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)	<p>SCQF Level 11</p> <p>Evolve a wider and systemised knowledge and understanding of the main theoretical frameworks underpinning traditional and digital marketing theories in different market sectors.</p> <p>Developing a critical understanding of the principal theories of marketing and the challenges of translating these into digital practice.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Plan and execute a significant project of individual study using both marketing intelligence and scholar output .</p>	
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts and information from a wide range of sources</p> <p>Drawing on a range of sources in making informed judgements and being capable of discernment, with respect to these sources</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Evaluation of material gathered from individual research and critical assessment of research contributions of others to lead to general conclusions</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Working effectively as a part of a team to develop learning resources for other students</p> <p>Taking responsibility for individual actions within a team</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
<p>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.</p> <p>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</p>

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. In order 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.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	30
Independent Study	122
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Kingsnorth, S., 2022. Digital marketing strategy: an integrated approach to online marketing. Kogan Page Publishers.

Li, F., Larimo, J. and Leonidou, L.C., 2023. Social media in marketing research: Theoretical bases, methodological aspects, and thematic focus. *Psychology & Marketing*, 40(1), pp.124-145.

Thompson, J.D. and Weldon, J., 2022. Content production for digital media (pp. 91-103). Singapore: Springer.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

Free Text – to add detail

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Dr. Emma Reid
External Examiner	D Morrad
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Individual critique of a promotional campaign, preparation of an extensive report and subsequent delivery of suggested content strategy, including presentation of key findings and recommendations (50%).

Assessment 2 Group/ individual Report (including presentation) worth 50% of the overall mark, based on the concept of digital marketing mix development.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	x			x			

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		x	x			50	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)