

# University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Content Media Management</b>			
<b>Code: MARK11034</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Matthew Frew		
<b>Summary of Module</b>			
<p>The module, focuses on content and media management, one of the most important topics of digital marketing. Content consists of all the core elements that are critical for digital communications including text, audio-visual material, animation, database forms to content management systems (CMS), that enable the digital marketer to deliver tactical online projects. This module will build on previous digital marketing concepts delivered by the programme, by providing students with more in-depth knowledge of interactive media such as: mobile applications, mobile marketing (e.g. in-game advertising), conversational / viral advertising and popular content development strategies for social media such as Twitter, Facebook, YouTube, among others. The module will enable students to gain an understanding of the processes and technical/ creative skills to deliver and manage content for these specialist areas of media to help achieve marketing goals.</p> <p>The learning experience is intended to be flexible and student-centred, aiming to deliver an interactive learning experience. 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 their critical skills and produce material consistent with both academic and current industry requirements.</p>			

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

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> 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 checked="" 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 evaluate and analyse the content management process and how organisations manage it strategically
L2	Develop and critically examine contemporary content management strategy components, using a mix of offline and online communication channels.
L3	Critically evaluate the role that content development plays in the digital marketing process.
L4	Critically examine the impact of current international advances in digital technologies and their effect towards content management needs.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b></p> <p>Students should be able to demonstrate and/or work with knowledge that covers and integrates most, of the main areas of content management and creative content. Demonstrating a critical understanding of content management systems and their application to modern digital channels.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>Applying knowledge gained from internal and external speakers. Applying knowledge gained from personal research and demonstrating this by developing and promoting viral content through social media channels.</p>

Generic Cognitive skills	<p>SCQF Level 11</p> <p>Providing solutions to specific issues being experienced in the wider field of digital marketing, with particular focus in content management and content development. Making critical judgements and evaluations from sources where information is incomplete or unclear. Critically identify, define, conceptualize and analyse complex level problems and issues relating to content management strategy</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Engaging in formal and informal discussions and debates with internal and external presenters. Using a range of software systems to demonstrate their skills with particular content management applications</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. Taking responsibility for individual actions within a team. Systematically identify and address their own learning needs, making use of research and professional sources as appropriate.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

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

Brookes, D. (2015) 'Content Marketing Revolution: Seize Control of Your Market in Five Easy Steps', Giant Leap Media.

Kirby, J. and Marsden, P. (2006) 'Connected Marketing: the viral, buzz and word of mouth revolution'. Oxford: Elsevier.

Richards, S. (2014) 'Content Marketing: The Future of Marketing Strategy and Creating Killer Online Content',

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

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Click or tap here to enter text.

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 Right 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:

Engagement with cloud-based, virtual to mixed reality content and co-creative participation with virtual and live sessions.

### **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**

<b>Divisional Programme Board</b>	Marketing, Innovation, Tourism and Events
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<b>School Assessment Board</b>	Marketing, Innovation, Tourism and Events
<b>Moderator</b>	Eileen Conlan
<b>External Examiner</b>	D Morrad
<b>Accreditation Details</b>	Digital Marketing Institute
<b>Changes/Version Number</b>	1

**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 – Digital Brand Biography– The 21st Century Marketeer: Digital, Different and Distinctive (40%)

Assessment 2 – Content Campaign Pitch for a Live Business (60%)

Assessment 3 – Free Text

(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
Portfolio of practical work	X	X				40	0

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
Portfolio of practical work			X	X		60	0

Component 3							
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
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

#### 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)**