

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Future Marketing & Transformational Technology			
Code: MARK11044	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Matthew Frew		
Summary of Module			
<p>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.</p> <p>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</p> <p>*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.</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 checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input 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 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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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>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</p>
Practice: Applied Knowledge and Understanding	SCQF Level 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	<p>SCQF Level 11</p> <p>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</p> <p>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</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>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</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercise autonomy, independence and initiative by developing and deploying a personal portfolio digital skills that speaks to a globally convergent and networked business environment</p> <p>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</p> <p>Demonstrate responsibility, accountability and professional practice through negotiated workloads, outputs and deadlines with peers, external organisations and clients.</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

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 (Normally totalling 200 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
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:

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. [Click or tap here to enter text.](#)

[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.

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 type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Theo Tzanidis
External Examiner	D Morrad
Accreditation Details	Digital Marketing Institute
Changes/Version Number	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 – 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 – **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			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
Combined Total for All Components						100%	0 hours

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)