

University of the West of Scotland Module Descriptor

Session: 2023/24

Title of Module: Theoretical Perspectives Digital Marketing			
Code: MARK11050	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:	Majd AbedRabbo		

Summary of Module

This module will provide a comprehensive and in-depth examination of digital marketing and its related fields, such as consumer behaviour, branding, marketing communications, and social media marketing. It will delve into the ongoing developments and trends in the digital marketplace and examine various theoretical perspectives on digital marketing communications. The module will equip students with a thorough understanding of the digital consumer and their online behaviour, the various digital marketing channels and their applications in business and branding, the characteristics of digital media, and strategies for achieving competitive advantage through digital marketing. Additionally, students will have the opportunity to explore the key challenges and considerations in managing digital communications. Through this module, students will gain a critical understanding of how organisational, market, and communication-based factors have led to the increased emphasis on digital marketing, and will also explore the relationship between traditional and digital communications from a theoretical viewpoint.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓	✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
				✓	✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Critically apply relevant theoretical concepts in analysing digital marketing campaigns of organisations.
- L2. Assess the challenges and opportunities presented in the dynamic digital environment.
- L3. Demonstrate an advanced understanding of the role of digital marketing in developing business and brand strategy.
- L4. Critically analyse how digital marketing tactics have been applied to various organisations as a means to achieve competitive advantage.

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 Level 11. Student will exhibit a thorough understanding of the theoretical foundations that underpin digital marketing and stay current with the latest developments in the digital marketplace. They will be able to critically analyze current topics and trends in digital marketing, including shifts in consumer behavior, the proliferation of digital marketing channels, the evolving nature of digital media, and the emerging challenges in managing digital communications.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Students will apply a variety of standard and advanced research methods to examine the impact of digital marketing on business and brand strategy. Similarly, they will apply specialised skills, practices, and tools that are currently being used in the field of digital marketing to plan and execute a substantial research project.
Generic Cognitive skills	SCQF Level 11. Students will apply critical analysis, evaluation and synthesis to forefront issues in digital marketing, or issues that are informed by forefront developments in the discipline of digital marketing. Likewise,

	they will identify, conceptualise and define new and abstract problems and issues in digital marketing.	
Communication, ICT and Numeracy Skills	SCQF Level 11. Students will undertake critical evaluations of a wide range of marketing data that applies to digital marketing campaigns.	
Autonomy, Accountability and Working with others	SCQF Level 11. Students will exercise substantial autonomy and initiative in professional and equivalent activities. Additionally, they will take responsibility for own work and/or significant responsibility for the work of others. Finally, they should demonstrate leadership and/or initiative and make an identifiable contribution to new thinking	
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>The lectures will center around key theoretical and conceptual frameworks in digital marketing, with supplementary reading and video resources provided in advance as needed. Students will be encouraged to engage in both scholarly and popular literature to broaden their understanding. The tutorials will emphasise the application of acquired knowledge through the examination of real-world digital marketing case studies, audits, and examples. Active participation in discussions and debate will be expected and fostered. This module will blend traditional and digital lectures, interactive sessions, and self-paced learning through the use of a virtual learning environment (VLE), which will provide access to recommended articles, practical tools, such as digital marketing audit templates, and materials to be reviewed prior to tutorials.</p>	
<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>
Laboratory/Practical Demonstration/Workshop	20
Asynchronous Class Activity	30
Independent Study	150
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Chaffey, D. and Ellis-Chadwick, F. (latest edition) Digital Marketing, Strategy, implementation and practice, London: Pearson.

Kingsnorth, S. (latest edition) Digital Marketing Strategy, An integrated approach to online marketing, London: Kogan Page.

Lemon, K.N. and Verhoef, P.C., 2016. Understanding customer experience throughout the customer journey. Journal of marketing, 80(6), pp.69-96.

Ngarmwongnoi, C., Oliveira, J.S., AbedRabbo, M. and Mousavi, S. (2020), "The implications of eWOM adoption on the customer journey", Journal of Consumer Marketing, Vol. 37 No. 7, pp. 749-759.

Alves, H., Fernandes, C. and Raposo, M., 2016. Social media marketing: a literature review and implications. Psychology & Marketing, 33(12), pp.1029-1038.

Edelman, D.C., 2010. Branding in the digital age. Harvard business review, 88(12), pp.62-69.

Keller, K.L., 1993. Conceptualizing, measuring, and managing customer-based brand equity. Journal of marketing, 57(1), pp.1-22.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

The assignment is an individual written report

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

UWS Equality and Diversity Policy (<http://www.uws.ac.uk/equality/>)

[UWS Equality and Diversity Policy](#)

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