Module Descriptor

Title	Social Media Marketing		
Session	2026/27	**Status**	New
Code	MARK08017	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**School of Business and Creative Industries**		
Module Co-ordinator	K Omeihe		

Summary of Module

This module explores contemporary theories and practices in social media marketing, with a focus on how businesses can effectively use social platforms for advertising and brand promotion in today's digital context. It covers key strategies and models for leveraging social media, with particular emphasis on the role of social communities in fostering engagement and building brand loyalty. Core themes include the monetisation of social media, social commerce, and social publishing.

The module also addresses the practical application of social media marketing, by considering modern challenges and it incorporates topics such as social networking, user-generated content, and blogging into both lectures and tutorials. An exciting aspect of the module is its exploration of how emerging technologies, including AI, are reshaping advertising strategies within social media marketing.

Upon completion, students will gain a clear understanding of how to apply these tools and concepts to design effective marketing campaigns that drive business success in a rapidly evolving digital environment. This aligns with our graduate attributes and contributes to UNSDG 8, promoting sustained, inclusive economic growth, as well as UNSDG 4, ensuring inclusive and equitable quality education and lifelong learning for all.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☒ Paisley X		☐ 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	Demonstrate knowledge of the impact of social media marketing on communications and advertising.
L2	Undertake a critical analysis and evaluation of academic theories relating to social media marketing
L3	Apply knowledge in the application of relevant social media marketing tools, platforms and techniques.
L4	Exersise autonomy and initiative in driving engagement within social media communities for a specific organisation/brand.
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 8** Demonstrate an understanding of the key theories and frameworks related to social media marketing. Show an awareness of major current issues and specialisms.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge and understanding of relevant social media marketing tools, platforms and techniques. Including knowledge in carrying out routine lines of enquiry, development or investigation into module level problems and issues.
Generic Cognitive skills	**SCQF 8** Undertake a critcal analysis of concepts, theories and literature. Use a range of approaches to formulate and critically evaluate evidence-based solutions and responses to defined a routine problems related.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a range of social media tools and platforms to demonstate engagement and communicate effectively to a target audience.Use standard applications to process, obtain and prersent data.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in module activities in practice. Practice amd conduct activities in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.

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
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Tracy L. Tuten, Michael R. Solomon author., 4th edition., London, SAGE, 2020. Drouin, Michelle ; O'Connor, Kimberly W ; Schmidt, Gordon B ; Miller, Daniel A (2015). Computers in human behavior, 46, 2015-05, 123 - 128 Wiese, Melanie ; Martínez-Climent, Carla ; Botella-Carrubi, Dolores, A framework for Facebook advertising effectiveness: A behavioral perspective. Journal of business research,109, 2020, 76 - 8 Lee, M. & Theokary, C., (2020). The superstar social media influencer: Exploiting linguistic style and emotional contagion over content? Journal of Business Research. Bazi, Saleh ; Filieri, Raffaele ; Gorton, Matthew (2020). Customers' motivation to engage with luxury brands on social mediaJournal of business research, 112, 2020-05, 223 - 235 Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.
(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:** Students should also refer to the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

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. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach and innovative use of technology ensures that all students can succeed, regardless of their background or circumstances.
(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**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☒ **Yes** **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	MITE
Moderator	E Conlan
External Examiner	Alison Gibb
Accreditation Details	Chartered Institute of Marketing
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Interactive Viva (40%)
Assessment 2
Marketing Portfolio (60%). The word count will align with the guidance in the Assessment Handbook.
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**
Interactive Viva (40%)	☒	☒	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Marketing Portfolio (60%)	☐	☐	☒	☒	☐	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**