



Module Descriptor

Title	Theoretical Perspectives In Digital Marketing		
Session	2025/26	Status	Proposal
Code	MARK11050	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Caglar Bideci/ Temitope Bodunrin		
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	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

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

Terms for Module Delivery	Term 1	☒	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	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.
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 11 Demonstrate knowledge of the theoretical perspectives that inform digitalmarketing and an advanced understanding of the ongoing developments in thedigital marketplace Demonstrate a critical awareness of current issues in digital marketing includingchanging consumer behaviours, the growing range of digital marketing channels, the evolving characteristics ofdigital media and the key challenges emerging in the management of digitalcommunications.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply a range of standard and specialised techniques of enquiry to analyse therole of digital marketing in developing business and brand strategy Use a range of specialised skills, practices and materials that are at the forefrontof digital marketing to plan and execute a significant project of study
Generic Cognitive skills	SCQF 11 Apply critical analysis, evaluation and synthesis to forefront issues in digitalmarketing, or issues that are informed by forefront developments in the disciplineof digital marketing Identify, conceptualise and define new and abstract problems and issues in digitalmarketing
Communication, ICT and Numeracy Skills	SCQF 11 Undertake critical evaluations of a wide range of data
Autonomy, Accountability	SCQF 11

and Working with Others	Exercise substantial autonomy and initiative in professional and equivalent activities Take responsibility for own work and/or significant responsibility for the work of others Demonstrate leadership and/or initiative and make an identifiable contribution to new thinking
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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	20
Tutorial / Synchronous Support Activity	30
Independent Study	150
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
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. Details of further resources will be identified at the beginning of each delivery in the module handbook and made available via 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:

For the purposes of this module, students should also reference 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.

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, and 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 UWS Academic Engagement Procedure.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

This class is delivered across 10 weeks. All sessions are distinct and follow specific elements. The lecture and tutorial activities are designed to help inform your assessment submissions as much as possible. You will get more out of the module if you attend the lectures and tutorials.

For academic year 2025/26, the School of Business and Creative Industries will adopt a proactive and practical approach to the monitoring and reviewing of individual student engagement, reflecting the flexible definition of 'engagement' within the context of hybrid delivery.

Students will be expected to meet the following minimum thresholds for engagement during academic year.

- Regular engagement with their Virtual Learning Environment monitored via appropriate learner analytics within the VLE.
- Engagement and submission of all assessments unless non-submission is supported by submission of an Extenuating Circumstances Statement (ECS).

If you do not meet these minimum thresholds of engagement, you will be contacted by relevant University staff (your Year Leader, Programme Leader or School Enhancement Developer) to highlight the issue. The aim of this contact is supportive, with the intention of understanding your lack of engagement; offering advice and support to re-engage you with your studies; and to get you back on track. Additional information is available in the University Academic Engagement Procedure.

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.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

The learning experience and environment is intended to be flexible and student-centred, aiming to deliver an interactive learning experience. 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, providing flexibility and access. For example, the team use AI to provide 24/7 support.

(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	Please select
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No 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	Marketing, Innovation, Tourism & Events
Moderator	Lakhbir Singh
External Examiner	Jane Johnstone
Accreditation Details	n/a
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Presentation (30%)

Assessment 2

Portfolio of written work (70%)

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
Presentation	☒	☒	☐	☐	☐	30	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Report	☒	☒	☒	☒	☐	70	0

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
Introduced a new component which should start in 2025/2026 year. One presentation component (30%) in addition to the written portfolio(70%). This is based on the previous external examiner's comment on having a second assessment component in line with other modules in the MBA Program.	10/02/2025	Temitope Bodunrin