**Module Descriptor**

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| **Title** | Theoretical Perspectives In Digital Marketing | | |
| **Session** | 2026-2027 | **Status** | Approved |
| **Code** | MARK11050 | **SCQF Level** | **SCQF 11** |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Business and Creative Industries** | | |
| **Module Co-ordinator** | Dr 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-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☒ | ☒ | ☐ | ☐ |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☐ Lanarkshire<br>☒ London<br>☐ Paisley | | ☐ Online / Distance Learning<br>☐ Other (specify) | |
| **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** | |
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| **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** | |
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| **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**<br>Demonstrate knowledge of the theoretical perspectives that inform digitalmarketing and an advanced understanding of the ongoing developments in thedigital marketplace<br>Demonstrate a critical awareness of current issues in digital marketing includingchanging consumer behaviours,<br>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**<br>Apply a range of standard and specialised techniques of enquiry to analyse therole of digital marketing in developing business and brand strategy<br>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**<br>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<br>Identify, conceptualise and define new and abstract problems and issues in digital marketing |

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| **Communication, ICT and Numeracy Skills** | **SCQF 11**<br>Undertake critical evaluations of a wide range of marketing data that applies to digital marketing campaigns |
| **Autonomy, Accountability and Working with Others** | **SCQF 11**<br>Exercise substantial autonomy and initiative in professional and equivalent activities<br>Take responsibility for own work and/or significant responsibility for the work ofothers<br>Demonstrate leadership and/or initiative and make an identifiable contribution tonew thinking |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>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 tPerspectivesutorials 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. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 15 |
| Tutorial / Synchronous Support Activity | 20 |
| Asynchronous Class Activity | 15 |
| Independent Study | 150 |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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**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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

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.

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.

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.

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| 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. |
| **(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**

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| **Divisional Programme Board** | **Please select** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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)** |
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| **Assessment 1** |
| Presentation (30%) |
| **Assessment 2** |
| Portfolio of written work (70%) |
| **Assessment 3** |
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| (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.<br>(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** | | | | | | | |
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| **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 |
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