# University of the West of Scotland

## Module Descriptor

| Title of Module:  The Digital Business | | | |
|---|---|---|---|
| **Code: MARK 09020** | **SCQF Level: 9 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: (European Credit Transfer Scheme) 10** |
| **School:** | School of Business and Creative Industries | | |
| **Module Co-ordinator:** | Emma Reid | | |

| Summary of Module |
|---|
| Digital marketing is defined as, "the application of the internet and related digital technologies in conjunction with traditional communications to achieve marketing objectives" (Chaffey and Ellis-Chadwick, 2016 p.11). Modern day business must be agile and adapt to utilising key media types to engage with their customers.  This involves understanding how to communicate through digital media platforms, planning digital activities and analysing success of these techniques. |
| West, Ford and Ibrahim (2015) suggest the marketing department and its associated activities are essential to the success of the company as this department is viewed as the 'bridge' or 'connecting factor' between the business and its customers. |
| This module focuses on how developing digital capabilities and analysing digital contributions can lead to the organisation successfully engaging with customers.   This module will develop skills in understanding digital tools and techniques, planning digital activities and assessing digital outputs through research and applied theoretical concepts. |

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |
| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ |
| **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: |
| ☐ | ☐ | ☐ | ☒ | ☐ | ☒ | Add name |

| Term(s) for Module Delivery | | | | | |
|---|---|---|---|---|---|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |

**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 | Develop knowledge of digital marketing tools and techniques and understand their relevance in industry; |
| L2 | Research and analyse the output of digital communications assessing the impact on modern business |
| L3 | Examine the importance of planning integrated digital marketing activities. |
| 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) | SCQF Level **9**<br>Demonstrating a critical understanding of the key theoretical concepts within the marketing discipline<br><br>Demonstrating comprehension of the scope and nature of integrated marketing techniques |
| Practice: Applied Knowledge and Understanding | SCQF Level **9**<br>Making use of key practical techniques and skills relating to the organization of marketing management<br><br>Making use of investigative enquiry into the application of integrated marketing management tools |
| Generic Cognitive skills | SCQF Level **9**<br>Demonstrating analysis of conceptual material within marketing<br><br>Investigating and synthesising academic and applied research material relating to the marketing discipline |
| Communication, ICT and Numeracy Skills | SCQF Level **9**<br><br>Demonstrating fluency in oral and written communication<br>Making use of electronic data to aid investigation<br>Analysing and reporting on industry data |
| Autonomy, Accountability and Working with others | SCQF Level **9**<br>Demonstrating the ability to work within peer teams<br><br>Demonstrating the ability to undertake research independently |

| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| --- | --- | --- |
| | **Module Code:** | **Module Title:** |
| | **Other:** | Enrolment in the Graduate Apprenticeship Programme and completion of level 8 modules. |
| **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**<br>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):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery | 24 |
| Tutorial/Synchronous Support Activity | 24 |
| Asynchronous Class Activity | 36 |
| Independent Study | 116 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| 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:

Kingsnorth, S. (2022) The Digital Marketing Handbook Kogan Page

Chaffey, D. and Smith, P.R., 2017. Digital marketing excellence: planning, optimizing and integrating online marketing. Taylor & Francis.

*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 in the VLE 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:

Please refer to the Academic Engagement Procedure at the following link: 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.

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 and Events |
|---|---|
| Assessment Results (Pass/Fail) | Yes ☐ No ☒ |

| School Assessment Board | School of Business and Creative Industries UG Taught |
|---|---|
| **Moderator** | Theo Tzanidis |
| **External Examiner** | E Tsougkou |
| **Accreditation Details** | e.g. ACCA Click or tap here to enter text. |
| **Changes/Version Number** | 1.05 |

| **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).<br>Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).<br>**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.**<br>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 – Portfolio |
| Assessment 2 – Presentation |
|  |
| (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.) |

**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 | | x | x | | | 60% | 16 |

| 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 |
| Presentation | | | | x | | 40% | 8 |

| 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% | 24 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)**