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## Module Descriptors

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**Session: 2022/23**

Last modified: 04/03/2022 13:48:21

**Title of Module: The Digital Business**

<b>Code: MARK09020</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Emma Reid		

<p><b>Summary of Module</b></p> <p>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.</p> <p>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.</p> <p>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.</p>
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<b>Module Delivery Method</b>					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> 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:
			✓		✓	

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

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<b>Learning Outcomes: (maximum of 5 statements)</b>
<p>On successful completion of this module the student will be able to:</p> <p>L1. Develop knowledge of digital marketing tools and techniques and understand their relevance in industry;</p> <p>L2. Research and analyse the output of digital communications assessing the impact on modern business</p> <p>L3. Examine the importance of planning integrated digital marketing activities.</p>

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 9.</p> <p>Demonstrating a critical understanding of the key theoretical concepts within the marketing discipline</p> <p>Demonstrating comprehension of the scope and nature of integrated marketing techniques</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Making use of key practical techniques and skills relating to the organization of marketing management</p> <p>Making use of investigative enquiry into the application of integrated marketing management tools</p>
Generic Cognitive skills	<p>SCQF Level 9.</p> <p>Demonstrating analysis of conceptual material within marketing</p> <p>Investigating and synthesising academic and applied research material relating to the marketing discipline</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9.</p> <p>Demonstrating fluency in oral and written communication</p> <p>Making use of electronic data to aid investigation</p> <p>Analysing and reporting on industry data</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9.</p> <p>Demonstrating the ability to work within peer teams</p> <p>Demonstrating the ability to undertake research independently</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	Enrolment in the Graduate Apprenticeship Programme and completion of level 8 modules.
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

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<b>Learning and Teaching</b>	
<p>This module is delivered via Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner. It responds to the challenges of a digitally accelerating world by providing a versatile, student-centred and empowering educational experience that flexibly adapts to the field, industry and lifestyles of individual students.</p> <p>Core educational content is hosted through a cloud-based virtual learning platform that allows staff to customise and digitally deliver content that is visual, vibrant and engaging. Through the integration of digital, social and transformational technologies student learning is a facilitated, convergent and immersive process being co-created between staff, students and their social networks. Therefore, the AIE is specifically designed to provide a collaborative, interactive and immersive educational experience for the modern learner.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	36
Independent Study	116
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Kingsnorth, S. (2022) The Digital Marketing Handbook Kogan Page</p> <p>Chaffey, D. and Smith, P.R., 2017. Digital marketing excellence: planning, optimizing and integrating online marketing. Taylor &amp; Francis.</p> <p>*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</p>
<p>(**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)</p>

<b>Engagement Requirements</b>
<p>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: <a href="#">Academic engagement procedure</a></p>

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#### Supplemental Information

<b>Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	Theo Tzanidis
<b>External Examiner</b>	J White

<b>Accreditation Details</b>	
<b>Version Number</b>	1.04

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Portfolio
Presentation
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of practical work		✓	✓	60	0

<b>Component 2</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓			40	0
<b>Combined Total For All Components</b>				100%	0 hours

#### Footnotes

- A. Referred to within Assessment Section above  
B. Identified in the Learning Outcome Section above

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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.

<b>Equality and Diversity</b>
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. <a href="http://www.uws.ac.uk/equality/">http://www.uws.ac.uk/equality/</a>
<a href="#">UWS Equality and Diversity Policy</a>

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

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