University of the West of Scotland

Module Descriptor

Session:

Title of Module: Content Media Management			
Code: BUSN10076	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Sabrina Azzi		

Summary of Module
In this module students will explore, practice and critically interrogate how entrepreneurs, business and enterprise are challenged and changed by digital, social and transformational technologies. Students will critique how the current techno-cultural phenomenon and age of acceleration represents a paradigm shift for businesses and entrepreneurs. The module explores how physical business and entrepreneurship are digitally disrupted and transformed by new technological trends which see the world of physical business and enterprise, challenged by and embrace social commerce. Students will be introduced to and learn how new digital, social and technological skill sets are required to engage with global markets that are, increasingly, integrating physical business and enterprise with digital and social media and innovations in virtual, augmented and mixed realities. Mirroring the technological focus of the module, student learning will integrate digital and social technologies with dynamic face-to-face practice that will embed learning. Assessments will centre around the integration of future technology for new business/product development and the techniques entrepreneurs will use to penetrate disrupted markets.

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 a strategic understanding of trends in digital, social and transformational technology and critically evaluate and analyse the shift of physical enterprise to digital
L2	Critically examine contemporary social commerce, enterprise trends and propose future product developments
L3	Critically examine the impact of digital disruption on the current enterprise practice
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 **10** Students will be able to demonstrate knowledge and understanding of key components of digital, social and transformational technologies. They will be able to demonstrate a critical understanding of how entrepreneurs engage markets to brands and the aspirational identity of prosumers.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Utilise and apply a range of digital and social technologies for the critique, analysis, promotion and development of digital entrepreneurship and social commerce.

	Develop, produce and pitch a social commerce product that responds to trends in digital, social and transformational technologies.
Generic Cognitive skills	SCQF Level **10** Demonstrate critical and analytical skills through the application of socio-cultural and consumer behaviour concepts for the development of new modes of entrepreneurship and the social commerce enterprise. Critically review and consolidate knowledge, skills and practices that reflect the shift in digital entrepreneurship. Demonstrate originality, creativity and innovation through the application of digital, social and transformational technologies in digital entrepreneurship and enterprise
Communication, ICT and Numeracy Skills	SCQF Level **10** Develop and pitch in a performative entrepreneurial style a future facing social commerce enterprise. Demonstrate digital, social media and transformational technology communications that engage and maintain the convergent networking of the 21st Century digital.
Autonomy, Accountability and Working with others	SCQF Level **10** Exercise autonomy, independence and initiative through the development of a personal portfolio digital, social and transformational technology skills Demonstrate the ability to work effectively, with facilitated guidance, with peers to professionally produce digital outputs Demonstrate responsibility, accountability and professional practice through workloads and outputs to deadlines negotiated with peers and external entrepreneurs and businesses

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
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 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): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	48
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:

Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. 1). John Wiley & Sons.

Solis, B. (2013) 'WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences'. John Wiley & Sons.

Van Dijck, J., 2013. Cultures of connectivity. Oxford University Press.

Vaynerchuk, G. (2013). Jab, Jab, Jab, Right Hook. Harper Collins.

.Click or tap here to enter text.

Click or tap here to enter text.

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:

Engagement with cloud-based, virtual to mixed reality content and co-creative participation with virtual and live sessions.

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	
Moderator	Matt Frew
External Examiner	Isla Kapasi
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

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). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **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.** 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 – Critically analyse a live enterprise/business and how digital, social and transformational technologies can disrupt innovation (30%)
Assessment 2 – Critically pitch, in performative entrepreneurial style, a future enterprise innovation that reflects the transformational shifts of social commerce (70%)
Assessment 3 – Free Text
(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.)

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**
Creative Output/Audiotapes/Videotapes/Games/Simulations	**X**	**X**	**X**			30	0

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**	**X**				70	0

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%**	**0 hours**

Change Control:

Version Number: MD Template 1 (2024-25)