

1. **Title of the module**

Digital and Social Marketing

2. **School or partner institution which will be responsible for management of the module**

Pearson College London

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

4. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, spring or summer

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

BSc Digital Marketing	- Core
BSc Digital Marketing (Integrated Degree Apprenticeship)	- Core
BA (Hons) Business Management with Entrepreneurship	- option module
BA (Hons) Business Management with Finance	- option module
BA (Hons) Business Management with Global Industries	- option module
BA (Hons) Business Management with Law	- option module
BA (Hons) Business Management with Marketing	- option module

8. **The intended subject specific learning outcomes.**

**On successfully completing the module, students should be able to:**

- 8.1 Assess and recommend the mechanisms that can be used to generate revenue and acquire and retain customers within the digital environment within a global context
- 8.2 Understand and recommend how digital marketing communication tools can be used to enhance the digital customer experience within a global context
- 8.3 Critically assess and recommend the mechanisms needed to measure social, sentiment, search, and site behaviour in the context of key digital marketing methodologies
- 8.4 Understand and apply techniques and procedures used to measure digital marketing activities.

## 9. The intended generic learning outcomes

**On successfully completing the module, students should be able to:**

- 9.1 Work under pressure and unsupervised, and interact effectively within teams.
- 9.2 Consider the impact of work on others, especially where related to culture, diversity and equality
- 9.3 Demonstrate business disciplines and compliance with procedures and principles to ensure work is of high quality and fit for purpose, with high attention to detail and the ability to work to deadlines
- 9.4 Show integrity and respect for confidentiality and data security in work and personal situations
- 9.5 Demonstrate logical thinking and a creative approach to problem-solving to systematically analyse and apply structured techniques to complex systems and situations.

## 10. A synopsis of the curriculum

### Module Aims

This module provides a comprehensive insight into the practice of digital marketing with the emphasis of attaining desirable knowledge-based skills currently in-demand. The module aims to provide candidates with the ability to analyse an organisation's digital provisions within the context of a given industry setting. It is candidates' understanding and analysis of a given organisation's digital landscape which will, in turn, allow them to apply and recommend improvements to develop or enhance a number of digital marketing initiatives related to customer acquisition, conversion, retention, experience, and perception.

Major components of the syllabus will include:

Apps and co-creation, dark web, influencer marketing, immersive social TV experience, dual screening and multitasking

Impact and influence of macro factors on digital strategy and tactics, identify technology for supporting acquisition, conversion and retention

Corporate trolling, black and white hatting

Convenience and usability (heatmaps), perception of credibility

Lead generation, merchants, infomediaries

Acquisition through the adoption and implementation of a variety of integrated digital activities

Delivering retention through the adoption and implementation of integrated digital activities

Video sharing, social networks, Wikis, Groups and forums

RSS, widgets, photo sites, gaming and viral marketing

Online marketing options: acquisition, retention and/or brand building to enhance customer relationships (CRM)

Utilise tools to measure: social behaviour, sentiment, search and offsite behaviour, site behaviour

Understand relevant digital measurement tools and services, analyse the impact of social, sentiment and search behaviour, identify the potential value of social, sentiment, search and site behaviour

Search and social media behaviour, managing positive/negative word of mouth, set measures to report on social, website, and search engine marketing

Onsite (log files and tagging), offsite (panels, VOC), usability studies, tracking studies, conversion funnels, reports, presentations, and dashboards, social analytics.

## 11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Baltes, L. P. (2015). Content marketing: The fundamental tool of digital marketing, *Bulletin of The Transilvania University of Brasov. Series V: Economic Sciences*, 8(2), 111-118.

Chaffey, D. and Ellis-Chadwick, F. (2019). *Digital Marketing: Strategy, Implementation and Practice*, 7<sup>th</sup> edn. Harlow, Essex: Pearson.

Kitchen, T., Ivanescu, Y. and Nicholson, L. (2015). *Profitable Social Media Marketing: Hot to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More*, 2<sup>nd</sup> edn. Amazon, USA: Create Space Independent Publishing Platform.

McQuade, S., Waitman, R., Zeisser, M. and Kierzkowski, A. (2016). *Marketing to the Digital Consumer*, 7<sup>th</sup> edn. New York: The McKinsey Quarterly.

Ryan, D. (2014). *The Best Digital Campaigns in the World II*. London: Kogan Page.

Ryan, D. (2016). *Understanding Digital Marketing*, 4<sup>th</sup> edn. London: Kogan Page.

Tapp, A., Whitten, I. and Housden, M. (2008). *Principles of Direct, Database and Digital Marketing*, 5<sup>th</sup> edn. Harlow, Essex: Pearson.

## 12. **Learning and teaching methods**

Total contact hours: 25

Total private study hours: 125

Total module hours: 150

## 13. **Assessment methods**

### 13.1 Main assessment methods

- In class 10 minute individual social media exercise – 50%
- Individual 2000 word digital and social media campaign report – 50%

### 13.2 Reassessment methods

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4	9.5
Learning/teaching method									
Private Study	X	X	X	X	X	X	X	X	X
Lectures	X	X	X	X			X	X	X
Seminars	X	X	X	X	X	X	X	X	X
Assessment method									
In class social media exercise			X	X	X				X
Individual digital and social media campaign report	X	X				X	X	X	

15. **Inclusive module design**

Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.

Within this module, PCL will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London

17. **Internationalisation**

Organisations need to cater for international markets and consumer preferences. The level of personalisation is critical across all digital platforms in order to give each consumer a very engaging customer experience. In this module, we will look at how we deliver this compelling customer experience across borders.

# MODULE SPECIFICATION

**18. Partner College/Validated Institution**

Pearson College London

**19. University School responsible for the programme**

Kent Business School

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)