1. **Title of the module**

BUSN9135 (CB9135) The Digital Consumer

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

Kent Business School

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

Level 7

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

15 (7.5ECTS)

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

Autumn

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

None

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

MSc Digital Marketing and Analytics

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a systematic understanding of the impact of the digital marketplace on consumers and consumer behaviour, from both theoretical and practical perspectives.
	2. Demonstrate a comprehensive understanding of the role of consumer insight in marketing practices and building of strategic consumer relationships.
	3. Demonstrate an advanced understanding of the underlying theories and concepts explaining consumer behaviour and their application across cultures.
	4. Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Critically evaluate argument, assumptions and data to make reasoned judgements.

9.2 Apply a variety of problem solving tools and methods both autonomously and collaboratively.

9.3 Effectively communicate the solutions arrived at, and the thinking underlying them, in verbal and written form.

9.4 Demonstrate an ability to work pro-actively with others to formulate solutions.

1. **A synopsis of the curriculum**

This module examines the key factors that influence the digital consumer, including social networks and virtual communities. It identifies the importance of developing campaign content aimed at specific market segments and how campaigns can be measured.

Indicative topics to be covered are likely to include:

* Introduction to consumer behaviour across cultures
* The digital marketplace and its impact on consumers
* Online consumer behaviour
* e-CRM and managing the customer experience
* Generational differences in digital responsiveness
* The psychology of Internet behaviour and communication
* Democracy in the digital age: the rise of digital political marketing
1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Essential reading

Chaffey, D. and Ellis-Chadwick, F. (2015). Digital Marketing: Strategy, Implementation and Practice. 6th Edition. Harlow: Pearson. ISBN-10: 1292077611.

Chaffey, D. and Smith, P. R. (2017). Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing, 5th Edition, New York: Routledge. ISBN-10: 1138191701

Background Reading

Close, A. (2012), Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail, New York: Routledge. ISBN-10: 1848729693.

Cochoy, F., Hagberg, J., Hansson, N. and McIntyre, M.P. (2017), Digitalizing Consumption: How devices shape consumer culture, New York: Routledge.

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**

13.1 Main Assessment methods

Individual report, 3000 words (70%)

Group podcast, 5 minutes (30%)

13.2 Reassessment methods

100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X**  | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study | **X** | **X** | **X** | **X**  | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Individual written report (3000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Group Podcast (5 minutes of audio)  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Medway

1. **Internationalisation**

Internationalisation is reflected in the subject-specific learning outcomes of the module, which explore the application of consumer behaviour theories and concepts across cultures. In addition, the module will extensively use examples of international contexts and organisations in lectures and seminars.

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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.**

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