1. **Title of the module**

BUSN9138 (CB9138) Digital Marketing Data Mining and Analytics

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)**

Spring

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 potential of data mining for gaining marketing insight and supporting marketing decision making.
	2. Critically evaluate concepts and tools needed to analyse and interpret digital marketing data.
	3. Practice with leading data mining methods and their application to marketing challenges in a variety of contexts.

8.4. Critically apply the practical experience and the theoretical insights needed to reveal patterns and valuable information embedded in large data sets to support digital marketing decision-making and activities.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Develop technical and analytical skills.
	2. Demonstrate the ability to persuade, convince and argue effectively.
	3. Manage themselves, time and resources effectively.
	4. Demonstrate an ability to work pro-actively to formulate business plan and problem solutions.
2. **A synopsis of the curriculum**

This module covers data mining techniques and their use in marketing decision making. In this module students will gain practical experience and will critically apply software commonly used in contemporary organisations to support marketing strategies based on marketing data.

Indicative topics to be covered are likely to include:

* Introduction to data mining (e.g., cluster analysis, PCA/factor analysis) for digital marketing
* Data pre-processing, visualisation and exploratory analysis used to provide insight into marketing activities.
* Key marketing tasks: e.g., segmentation, profiling.
* Data Mining Methods for Classification
* Data mining predictive models and their application
* Accessing and collecting data from the Web and introduction to text mining.
* Web-analytics and data mining models in real-world applications.
1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Essential reading

Grigsby, M (2015). Marketing analytics: A practical guide to real marketing science. 1st ed. Kogan Page. ISBN-10: 0749474173.

Witten, I. H., Frank, E., Hall, M. A. , Pal, C. J. (2016). Data Mining: Practical Machine Learning Tools and Techniques. 4th ed. Morgan Kaufmann. ISBN-10: 0128042915

Background Reading

Field, A. (2013). Discovering statistics using IBM SPSS statistics. 4th ed. London: SAGE Publications Ltd. ISBN-10: 1446249182.

StatSoft, Inc. (2013). *Electronic statistics textbook* [online] available from <<http://www.statsoft.com/textbook> >

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**

13.1 Main Assessment methods

Examination, 2 hours (60%)

Individual report, 3000 words (40%)

13.2 Reassessment methods

100% examination

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** |  |  |  |
| PC labs | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Individual written report (3,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam – two hours, unseen | **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**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content.

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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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