1. **Title of the module:**
   Self-Managed Learning: Emerging Technologies, Trends, and Themes in Digital Marketing – PRSN4117

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

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

4. **The number of credits and the ECTS value which the module represents**
   30 credits (15 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 (Hons) Digital Marketing
   BSc Digital Marketing (Integrated Degree Apprenticeship)

8. **The intended subject specific learning outcomes.**
   On successfully completing the module, students should be able to
   
   8.1 Demonstrate knowledge and understanding of the underlying concepts and principles associated with their topic of study
   
   8.2 Evaluate the knowledge and understanding of underlying concepts and principles associated with a chosen topic of study
   
   8.3 Achieve greater personal development through developing and applying their learning through an independent course of study, recognising learning opportunities in a range of settings
   
   8.4 Identify and evaluate potential solutions to issues identified within the context of the subject.

9. **The intended generic learning outcomes**
   On successfully completing the module, students should be able to
   
   9.1 Demonstrate initiative and an ability to work autonomously and independently with minimal guidance from others
   
   9.2 Demonstrate innovation and creativity in their learning
   
   9.3 Take personal responsibility and decision-making in relation to their own learning.
10. **A synopsis of the curriculum**

**Module Aims**

The self-managed learning (S-ML) module aims to allow the student to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them; yet within the module theme of emerging technology, a trend and/or themes in digital marketing. Using this module, students can design some of their own learning, incorporate learning from other sources apart from Pearson College, or incorporate work-based or entrepreneurial activities. This approach allows students to demonstrate their autonomy in transferring and applying learning in a range of settings; in ways appropriate to unique situations. This will help to ensure that students possess the confidence to take their learning and personal development further into new areas and emerging sectors, and allows them to pursue their own unique interests. This module ensures students consider the importance of the incessant nature of emerging technologies driving marketing decisions. The nature of self-managed learning instils the 'constant learning' culture needed in digital marketing due to the pace of change within the industry.

Students will submit a white paper and present (via a podcast) on an emerging technology, a trend and/or themes in digital marketing. The aim here is to create an in-depth white paper on their learning. They will be assessed according to the learning outcomes of this module, regarding their self-managed learning.

For the purposes of this module a white paper is defined as a white paper is an authoritative document intended to fully inform the reader on a particular topic. It combines expert knowledge and research into a document. White papers are research-centric, text-heavy business documents. Due to the large amount of data and research, white papers are deep reads and tend to have a formal tone.

Through this module, students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the programme and is suitably assessed.

Students will work with the Module Leader (and their mentor where relevant) to devise additional learning objectives, assessment, content, and reading for the module tailored to the student’s individual interests and needs.

**Overview of syllabus**

Since the elective offers a flexible and tailored course of study for the students, the student will need to supply documentation covering the following areas to the Module Leader to gain approval for undertaking a Self-Managed Learning Module. This will be in the form of an Assignment Proposal (Not accessed but authorised) and will include such elements as description, level, credits (related to expected learning hours), learning objectives, assessment, proposed duration and submission deadlines, and resources needed.

The Module Leader, who will review it against the academic qualifications criteria, the FHEQ level descriptors, the scope of the project, and the appropriateness of deadlines. The student and/or Module Leader will also identify a Project Mentor, who will be approved by the Module Leader. The Mentor can be:

- a member of academic staff from Pearson college; or
- a member of academic staff another institution; or
- an industry-based sponsor who is suitably senior to the learner, and willing to serve as their mentor for the project; or
- An appropriate individual from another background.
The student will review any feedback from the Module Leader and/or the Mentor, and finalise their proposal. The Module Leader will formally approve or reject the proposal based on the suitability and equitability of the learning objectives. They will also ensure that the topic is not covered in detail within the programme syllabus.

The learner will have the opportunity to meet with the Mentor as appropriate during the project. Unless assessed by another institution, the learner will also be able to submit one draft version of their assignment to the Module Leader for formative feedback before the hand-in deadline.

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

   **Core study text**
   
   As appropriate for the topic

   **Supplementary texts**
   
   As appropriate for the topic

12. **Learning and Teaching methods**

   Students will receive one-to-one weekly mentoring sessions. Learners will take ownership of their own project. A crucial part of this module is to allow learners to develop their ability to take initiative and responsibility for their own learning. Therefore, the learning strategy used will be unique to the individual project undertaken, but during the mentoring sessions the mentor will utilise the Socratic method using probing questions to draw out the student's ideas, prompting them to consider how they will manage and take responsibility for their learning.

   **Scheduled Hours:** Contingent on project but approximately 10 hours of mentored sessions.

   **Placement Hours:** as agreed

   **Independent Study Hours:** 140 – including 10 hours of Google Academy ‘Digital Transformation’ online modules (or equivalent) learning.

   **Total Study Hours:** 150

13. **Assessment methods.**

   13.1 Main assessment methods:

   - Individual 2,000 word white paper (50% of the marks). For the purposes of this module a white paper is defined as a white paper is an authoritative document intended to fully inform the reader on a particular topic. It combines expert knowledge and research into a document. White papers are research-centric, text-heavy business documents. Due to the large amount of data and research, white papers are deep reads and tend to have a formal tone.
• 2 x 5 minute (10 minutes in total) podcast series using PodBean software of equivalent (50% of the marks)

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)**

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15. **Inclusive module design**

The Collaborative Partner 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

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

   Pearson College London

17. **Internationalisation:**
Students undertaking a self-managed learning project are expected to take account of international developments in completing a literature review relevant to their chosen study and research area. Overall, they should show engagement with the latest work and research associated with their topic from a variety of contexts, and through reading related to their chosen study programme and research design. Students are encouraged to think about how local and international contexts are relevant to that programme.

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.

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