1. **Title of the module**
   Strategic Digital Business Model Building and Transformation – PRSN6124

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 6

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
   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 a systematic knowledge and comprehensive understanding of concepts, theorems, frameworks and discussion concerned with the strategic building and/or transforming of businesses with the digital age within an international context.
   
   8.2 Critically evaluate existing business models within the context of consumer and competitor intelligence as well as considering emerging technological advances within an international context as well as consider issues related to equality and inclusion.
   
   8.3 To define strategic recommendations on how organisations can change, improve and/or develop through digital transformation processes, activities and philosophies
   
   8.4 To justify strategic recommendations on how organisations can change, improve and/or develop through digital transformation processes, activities and philosophies

9. **The intended generic learning outcomes**
   On successfully completing the module, students should be able to
9.1 Demonstrate an ability to 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 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

The module allows students to consider different business models which have or could possibly disrupt incumbent industries, including:

The Increasing Pace of Change
The Technology Catalyst
New Channels, Tools and Business Models;
Why Organisations Really Fail at Digital your Digital Journey
What a Digital Transformation Looks Like
Your Digital Culture Audit
Your Stakeholders
Your Strategic Approach
The Digital Culture Framework
Definition and Vision
  Leadership
  Agility
  Environment
  Skills and Talent
  Strategic Positioning
  Translation and Communication
  Technology
  Process and Governance
  Structure
  Connections
  Measurement
  Innovation and Entrepreneurship
  Financial Impact
  Keeping Up with Change
    Keeping Measurement at the Core;
Separating the Ephemeral from the Enduring;
Three Things to Watch

The Key Forces for Change
How Digital Disrupts
Defining Digital Transformation
Operating in the ‘Ambiguity Zone’
Digital-native Processes
The Agile Innovation Process
The Role of Vision and Purpose
Agile Strategy and Planning
Cloud Strategy
Linking Strategy to Execution
Flexibility
Agile Structures and Resourcing
Scaling Agility
Building the Culture to Move Fast
A Blueprint for Flexibility - Autonomy, Mastery and Purpose
Digital-native Talent
The Transformation Journey

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


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

Individual critical analysis exam 2 hours – 50%

Individual Digitally Live Transmissible 15 mins Presentation (Facebook Live or similar) – 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)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
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15. The 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; and

b) Learning, teaching and assessment methods.

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

Social media transcends the globe and therefore we must create social media strategies with a global view in mind in order to ensure the message lands in the appropriate way.

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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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
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<th>Section revised</th>
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