

MODULE DESCRIPTOR

Module Title

Marketing Analytics

Reference	CBM209	Version	2
Created	May 2023	SCQF Level	SCQF 11
Approved	July 2018	SCQF Points	15
Amended	May 2023	ECTS Points	7.5

Aims of Module

This module examines the use and application of big data and analytics in a marketing context. It reviews key concepts, platforms and techniques that will enable you to manage and analyse big data to inform marketing decisions.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critically evaluate big data and analytics platforms and principles and their application in a marketing environment
- 2 Define and analyse commonly used metrics and KPIs in digital analytics and use these insights to improve marketing performance
- 3 Demonstrate a critical understanding of emerging concepts in marketing and assess their impact within an organisational context

Indicative Module Content

Marketing analytics frameworks and tools; marketing data types and value; machine learning and marketing; predictive analytics; algorithmic marketing; marketing automation; programmatic advertising; message and content optimisation; real-time bidding; online campaign optimisation; customer profiling, segmentation and personalisation; eCRM; salesforce analytics; social network analysis; sentiment analysis; building up the analytics function; managing marketing analytics.

Module Delivery

The module is delivered in taught mode by lectures, interactive group discussions, case studies and self-directed study. The module is delivered in distance learning mode by self-directed study from web-based learning materials and online support.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	36	36
Non-Contact Hours	114	114
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	150	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type: Coursework Weighting: 100% Outcomes Assessed: 1, 2, 3

Description: In groups, students will critically evaluate a problem in a specific marketing context, including development of a marketing analytics solution to an industry-relevant scenario.

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

The module is assessed by one component: C1 - Coursework - 100% weighting. Module Pass Mark = Grade D.

Module Grade

Minimum Requirements to achieve Module Grade:

A	Excellent - Outstanding Performance
B	Commendable/Very Good - Meritorious Performance
C	Good - Highly Competent Performance
D	Satisfactory - Competent Performance
E	Borderline Fail - Failure Open to Condonement
F	Unsatisfactory - Fail
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None.
Corequisites for module	None.
Precluded Modules	None.

ADDITIONAL NOTES

Students who engage with this module through attendance and participation will be exposed to the following Meta Skills: Communicating, Leading and Collaborating.

INDICATIVE BIBLIOGRAPHY

- 1 CHAFFEY, D. & F. ELLIS-CHADWICK (2016). *Digital Marketing: Strategy, Implementation and Practice*. Upper Saddle River: Pearson
- 2 CHAFFEY, D. & PR SMITH (2017). *Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing*. Florence: Taylor and Francis
- 3 FINLAY, S. (2014). *Predictive Analytics, Data Mining and Big Data: Myths, Misconceptions and Methods*. New York: Palgrave
- 4 SIEGEL, E. (2016). *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die*. New Jersey: Wiley
- 5 SPONDER, M. and KHAN G.F.(2017). *Digital Analytics for Marketing*. New York: Routledge
- 6 VERHOEF, P.; E. KOOGHE and N. Walk (2016). *Creating Value with Big Data Analytics*. New York: Routledge
- 7 WINSTON, W. L. (2014). *Marketing Analytics: Data-Driven Techniques with Microsoft Excel*. Indianapolis: Wiley
- 8 ZAFARANI, R., ABBASI, M.A., LIU, H. (2014). *Social Media Mining: An Introduction*. New York: Cambridge University Press