



**SYLLABUS OF THE EDUCATIONAL COMPONENT**  
**DIGITAL MARKETING TOOLS**  
**for applicants for higher education of 3 year of study day form of education**  
**educational programme «Pharmacy»**  
**specialty «226 Pharmacy, industrial Pharmacy»**  
**area of knowledge «22 Healthcare»**  
**second (master's) level of higher education**

**TEACHERS**

**ZHADKO  
Svitlana  
Viktorivna**

Candidate of  
Pharmaceutical  
Sciences, Associate  
Professor,  
Department of  
management,  
marketing and quality  
assurance in  
pharmacy

[svzhadkopharm@gmail.com](mailto:svzhadkopharm@gmail.com)

<https://mmf.nuph.edu.ua/zhadko-svitlana-viktorivna/>

1. **The name of higher education establishment and department:** the National University of Pharmacy, Department of management, marketing and quality assurance in pharmacy
2. **Department address:** Kharkiv, st. Valentynivska, 4th, 3rd floor, t. 0572- 67-91-72
3. **Department website:** <http://mmf.nuph.edu.ua/>
4. **Consultations:** take place online according to the schedule posted on the website of the Department of Management, Marketing and Quality Assurance in Pharmacy (at the link <https://mmf.nuph.edu.ua/grafiki-potochnih-konsultacij/>).
5. **Abstract of the educational component:** "Digital Marketing Tools" is an elective educational component for the second educational level of higher education Master for the specialty 226 Pharmacy, educational program "Pharmacy".
6. **Purpose of teaching the educational component:** the formation of knowledge, skills and competencies necessary for the organization of effective activities for the promotion of companies and products through digital channels.
7. **Competences in accordance with the educational programme:**  
**Soft- skills / General competences (CG):**  
 GC 2. Ability to apply knowledge in practical situations, make reasonable decisions.  
 GC 4. Ability to abstract thinking, analysis and synthesis, to learn and be modernly trained.  
 GC 5. Ability to show initiative skills and entrepreneurship.  
 GC 6. Knowledge and understanding of the subject area and understanding of professional activity.  
 GC 9. Skills in the use of information and communication technologies.  
 GC 10. Ability to choose communication strategy, ability to work in a team and with experts from other fields of knowledge / types of economic activity.  
 GC 11. Ability to assess and ensure the quality of performed work.  
 GC 12. Ability to conduct research at the appropriate level.

**Hard-skills / Professional (special) competences (SC):**

PC 17. Ability to organize and carry out general and marketing management of assortment, commodity-innovative, pricing, sales and communication policies of pharmaceutical market entities based on the results of marketing research and taking into account the market processes in national and international markets, risk management in the pharmaceutical system.

**8. The program learning outcomes: (PLO):**

PLO 2. To apply knowledge of general and professional disciplines in professional activities.

PLO 4. To demonstrate the ability to independently search, analyze and synthesize information from various sources and use these results to solve typical and complex specialized tasks of professional activity.

PLO 7. To perform professional activities using creative methods and approaches.

PLO 9. To carry out professional activities using information technology, "Information Databases", navigation systems, Internet resources, software and other information and communication technologies.

PLO 11. To use methods for assessing performance indicators; to identify reserves to increase labor efficiency.

PLO 12. To analyze the information obtained as a result of scientific research, summarize, systematize and use it in professional activities.

PLO 29. To ensure a competitive position and effective development of pharmaceutical organizations on the basis of research work on all elements of the marketing complex.

**9. The status of the educational component:** elective

**10. Prerequisites of the educational component:** The educational component "Digital marketing tools" is based on the study by applicants of higher education of "Introduction to the profession with familiarization practice".

**11. The scope of the educational component:** 3 ECTS credits, hours per educational component: 90 general, 9 lectures, 21 seminar classes, 60 individual work.

**12. Organisation of the teaching process**

**Teaching methods:**

The following methods are used:

- *explanatory (information and reproductive) method:* lecture-based learning – lectures, audio and video materials;
- *reproductive method:* traditional practical classes;
- *problem-based learning:* brainstorming; case-based learning – case study method; methods of interactive visualisation of the educational material – word clouds;
- *partially-search method:* game-based learning – business games, simulation games, role-playing games; project-based learning; team-based learning, training course;
- *research method:* research-based learning – participation in research work, preparation of abstracts of reports at the conference.

**Content of the educational component:**

**Content module 1.** Digital marketing as a modern means of promoting companies, goods, and services.

Topic 1. Introduction to digital marketing.

Topic 2. Digital marketing process.

**Content module 2.** Digital tools of marketing communications in the pharmaceutical market.

Topic 3. Website as a digital marketing tool.

Topic 4. Direct mailings. Chat bots.

Topic 5. Social Media Marketing. Influencer marketing.

**Organisation of individual work:** *Individual work includes studying questions on topics of the educational component that are not included in classroom learning and performing tasks on these issues in order to consolidate the theoretical material.*

**13. Types and forms of control:**

*Types and forms of control:*

*Current control:*

*Knowledge control in each lesson (on each topic):* answers to theoretical questions, solving situational (calculation) tasks, speech or presentation.

*Control of content modules:* answers to theoretical questions, solving situational (calculation) tasks.

*Conditions for admission to the control of content modules:* for admission to the control of content module, an applicant of higher education must have a minimum number of points for the topics of content module and for the control of content module.

*Semester control:*

*The form of semester control:* semester credit

*Conditions for admission to the semester control:* the current rating is more than 60 points, the academic detention of missed practical classes, the fulfilment of all types of work and requirements provided for in the working programme of the educational component.

**14. The assessment system for the educational component:**

***Assessment of the acquisition of topics of the educational component during classes:***

<i>The number of the topic (lesson) of the educational component</i>	<i>The maximum number of points by topic (lesson)</i>	<i>Distribution of the maximum number of points per topic (lesson) by type of work</i>	<i>Types of work for which the applicant receives points</i>
<i>Content module 1. Digital marketing as a modern means of promoting companies, goods, and services</i>			
<i>Topic 1.</i>	10	5	oral response or speech or presentation
		5	solution of practical tasks
<i>Topic 2.</i>	10	5	oral response or speech or presentation
		5	solution of practical tasks
<i>In total points for content module 1:</i>		20	
<i>Content module 2. Digital tools of marketing communications in the pharmaceutical market</i>			
<i>Topic 3</i>	10	5	oral response or speech or presentation
		5	solution of practical tasks
<i>Topic 4</i>	10	5	oral response or speech or presentation
		5	solution of practical tasks
<i>Topic 5</i>	10	5	oral response or speech or presentation
		5	solution of practical tasks
<i>In total points for content module 2:</i>		30	
<i>In total points for the module:</i>		50	

The study of the educational component by applicants of higher education is possible with help non-formal education.

Instead of completing work on topics 1-2 of the educational component, the completion of an online course on the Coursera platform (online course "Foundations of Digital Marketing and E-commerce", <https://www.coursera.org/learn/foundations-of-digital-marketing-and-e-commerce#modules>) (if there is a corresponding document about its completion and a copy is provided to the teacher).

Instead of performing work on any topic of the educational component, the following types of work of an applicant of higher education may be counted:

- participation in workshops, forums, conferences, seminars, webinars on the topic of the educational component (with the preparation of essays, abstracts of reports, information messages, etc., which is confirmed by the program of the event, or abstracts of reports, or a corresponding certificate);
- participation in research and applied research on the topic of the educational component (in the development of questionnaires, conducting experimental studies, processing research results, preparing a report, presenting results, etc., which is confirmed by a demonstration relevant materials).

***The assessment of applicants by type of work during classes:***

<i>Types of work for which the applicant receives points</i>	<i>The maximum number of points</i>
oral response or speech or presentation	25
solution of practical tasks	25
<b><i>In total points:</i></b>	<b><i>50</i></b>

***The assessment during the content module control:***

<i>Types of work for which the applicant receives points</i>	<i>Distribution of the maximum number of points for the content module control by type of work</i>	<i>The maximum number of points for the content module control</i>
<i>Content module 1</i>		
Answers to theoretical questions	15	<i>30</i>
Solving situational (calculation) tasks	15	
<i>Content module 2</i>		
Answers to theoretical questions	10	<i>20</i>
Solving situational (calculation) tasks	10	
<i>Total points for control of the content modules:</i>		<i>50</i>

**Assessment of individual work of a higher education applicant:** The independent work of applicants of higher education is evaluated during the current control and during the control of content modules.

***The assessment scale of semester credit test:***

When studying the educational component, several assessment scales are used: 100-point scale, four-point scale (“Excellent”, “Good”, “Satisfactory”, “Unsatisfactory”) differentiated scale (for semester differentiated credit test and examination) and undifferentiated assessment (pass/fail), two-point scale (for semester credit test) and ECTS rating scale. Results are converted from one scale to another according to the table.

Total points by a 100-point scale	ECTS rating scale	Assessment by a four- point scale	Assessment by an undifferentiated scale
90-100	A	Excellent	passed
82-89	B	Good	
74-81	C		
64-73	D	Satisfactory	
60-63	E		
35-59	FX	Unsatisfactory	failed
1-34	F		

**15. Educational component policies:**

**Academic Integrity Policy.** It is based on the principles of academic integrity given in the Regulation “On measures to prevent cases of academic plagiarism in the NUPh”. Cheating when assessing the success of a higher education applicant during control activities in practical (seminar, laboratory) classes, monitoring of content modules and semester examinations is prohibited (including using mobile devices). Abstracts must have correct text links to the literature used. Identification of signs of academic dishonesty in the written work of a higher education applicant is the basis for its disregard by the teacher.

**Class attendance policy.** A higher education applicant is required to attend academic studies (Regulation “On the organisation of the educational process of the NUPh”) according to the class schedule (<https://nuph.edu.ua/rozklad-zanyat/>), adhere to ethical standards of behaviour.

**Policy on deadlines, academic detention, improving the rating, and eliminating academic debt.** Academic detention of missed classes by a higher education applicant is carried out in accordance with the “Regulations on academic detention of missed classes by applicants and the procedure for eliminating the academic difference in the curriculum in the NUPh” in accordance with the schedule for academic detention of missed classes set at the Department. Improving the rating and eliminating academic debt on the educational component is carried out by

higher education applicants according to the procedure given in the Regulation “On the procedure for assessing the learning outcomes of higher education applicants in the NUPh”. Higher education applicants are required to comply with all deadlines set by the Department for performing types of written works on the educational component. Works that are submitted in violation of deadlines without valid reasons are rated at a lower rating – up to 20% of the maximum number of points for this type of work.

*Policy on challenging the assessment on the educational component (appeals).* Higher education applicants have the right to appeal the assessment on the educational component obtained during control activities. The appeal is carried out in accordance with the “Regulations on appealing the results of semester control of knowledge of higher education applicants in the NUPh”.

*Policy on the recognition of learning outcomes obtained through non-formal and/or informal education by higher education applicants.* Higher education applicants have the right to recognise the results of training acquired in non-formal and informal education in accordance with the Regulation “On the procedure for recognising learning outcomes obtained through non-formal and/or informal education by applicants for higher education in the NUPh”. Within the framework of academic freedom of the teacher, instead of performing types of work on the topic of the educational component, it is possible to credit a non-formal education of a higher education applicant.

#### 16. Information and methodological support of the educational component:

<b>Required reading</b>	<ol style="list-style-type: none"> <li>1. Pestun, I. V. Effectiveness of current multi-channel marketing in pharmacy / I. V. Pestun, Z. M. Mnushko // Управління, економіка та забезпечення якості в фармації. - 2016. - № 1. - С. 62-66.</li> <li>2. Richardson, Paul. Internet marketing : reading and online resources / P. Richardson. - Boston : Mc Graw-Hill, 2001. - 350 p.</li> </ol>
<b>Additional literature for in-depth study of the educational component</b>	<ol style="list-style-type: none"> <li>1. 2021 Digital Marketing Trends: Top Recommendations. URL : <a href="https://www.cardinaldigitalmarketing.com/blog/how-the-top-digital-marketing-trends-will-evolve-in-2021">https://www.cardinaldigitalmarketing.com/blog/how-the-top-digital-marketing-trends-will-evolve-in-2021</a> (accessed at 18.09.2021).</li> <li>2. 2021 Global Marketing Trends. URL: <a href="https://www2.deloitte.com/content/dam/Deloitte/lu/Documents/technology/lu-global-marketing-trends-2021.pdf">https://www2.deloitte.com/content/dam/Deloitte/lu/Documents/technology/lu-global-marketing-trends-2021.pdf</a> (accessed at 18.10.2021).</li> <li>3. Balekari U., Nallaguntla L. Multichannel marketing (MCM) in pharmaceutical industry // In. J. Pharm. Sc. B. Man. — 2015. — Vol. 3. P. 15–23.</li> <li>4. Beaulieu A. Hoybye M. Studying Mailing Lists: text, temporality, interaction and materiality at the intersection of email and the web. <i>Handbook of Emergent Technologies in Social Research</i>. 2011. C. 257–274.</li> <li>5. Chadwick F., Johnston K., Mayer K. Digital Marketing — Strategy, Implementation and Practice. United Kingdom: 5th Revised edition, 2012. 698 c.</li> <li>6. Chaffey D., Chadwick F.E.. Digital marketing. Strategy, implementation and practice. 7<sup>th</sup> edition. 2019. New York : Pearson</li> <li>7. Chaffey D., Ellis-Chadwick F., Johnston K., Mayer K. Digital Marketing-Strategy, Implementation and Practice. United Kingdom: 5th Revised edition, 2012. 698 c.</li> <li>8. Channel Dynamics Global Reference. An annual review of pharmaceutical sales force and marketing channel performance IQVIA, 2021. URL : <a href="https://www.iqvia.com/fr-be/library/publications/channeldynamics-global-reference-2021">https://www.iqvia.com/fr-be/library/publications/channeldynamics-global-reference-2021</a> (accessed at 10.09.2021).</li> <li>9. Coon M. Social media marketing: successful case studies of businesses using facebook and youtube with an in-depth look into the business use of twitter. Unpublished term project, Stanford University, 2010. 37 c.</li> </ol>

	<p>10. Didital 2021: global overview report. URL : <a href="https://datareportal.com/reports/digital-2021-global-overview-report">https://datareportal.com/reports/digital-2021-global-overview-report</a> (accessed at 27.11.2021).</p> <p>11. How to Send Emails to Undisclosed Recipients in 2020. URL : <a href="https://www.lifewire.com/send-email-to-undisclosed-outlook-1173806">https://www.lifewire.com/send-email-to-undisclosed-outlook-1173806</a> (accessed at 27.11.2021).</p> <p>12. Kamal, Yusuf. (2016). Study of Trend in Digital Marketing and Evolution of Digital Marketing Strategies. 06. 5300-5302. 10.4010/2016.1298.</p> <p>13. Morozan C., Enache E., Vechiu C. Evolution of digital marketing. URL: <a href="https://mpira.ub.uni-muenchen.de/13725">https://mpira.ub.uni-muenchen.de/13725</a> (accessed at 15.10.2021).</p> <p>14. Zhadko, S. V. New tools in the medical representatives' work in the context of digital marketing development / S. V. Zhadko, Jouahri Mohammed-Yassine // Актуальні проблеми розвитку галузевої економіки, менеджменту та логістики : матеріали X міжнарод. наук.-практ. internet-конф. з міжнар. участю, м. Харків, 10 листоп. 2022 р. - Харків : НФаУ, 2022. - С. 295-296.</p> <p>15. Zhadko, S. V. Study of the most important areas of digital marketing for pharmaceutical companies / S. V. Zhadko, Sarkodie Gertrude Serwaa // Актуальні проблеми розвитку галузевої економіки, менеджменту та логістики : матеріали X міжнарод. наук.-практ. internet-конф. з міжнар. участю, м. Харків, 10 листоп. 2022 р. - Харків : НФаУ, 2022. - С. 297-298.</p> <p>16. Zhadko S. V., Kulibaba A.E., Hydaer Ali Ahmed The feasibility of using social media in pharmaceutical marketing. <i>Соціальна фармація: стан, проблеми та перспективи</i> : Матеріали III міжнародної наук.-практ. Internet-конф. (м. Харків, 27–30 квіт. 2015 р.) Харків : Вид-во НФаУ, 2015. С. 375–377.</p>
<b>Up-to-date electronic information resources (journals, websites, etc.) for in-depth study of the educational component</b>	<ol style="list-style-type: none"> <li>1. Scatcounter global stats. <a href="https://gs.statcounter.com">https://gs.statcounter.com</a></li> <li>2. Sendpulse - a platform for marketing and sales <a href="https://sendpulse.ua">https://sendpulse.ua</a></li> <li>3. Serpstat SEO platform. <a href="https://serpstat.com/">https://serpstat.com/</a></li> <li>4. Similarweb platform <a href="https://www.similarweb.com">https://www.similarweb.com</a></li> <li>5. We are social creative agency. <a href="https://wearesocial.com/">https://wearesocial.com/</a></li> <li>6. NuPH library: <a href="http://lib.nuph.edu.ua">http://lib.nuph.edu.ua</a></li> <li>7. Internet Marketing Association. <a href="https://imanetwork.org/">https://imanetwork.org/</a></li> </ol>
<b>Moodle distance learning system</b>	<a href="https://pharmel.kharkiv.edu/moodle/course/view.php?id=5139">https://pharmel.kharkiv.edu/moodle/course/view.php?id=5139</a>

17. **Material and technical support and software of the educational component:** computer, multimedia projector, Google Workspace for Education Standard, ZOOM, MOODLE.