Module Descriptor

Title	B2B Marketing and Relationship Networks		
Session	2026-2027	**Status**	Existing
Code	MARK09022	**SCQF Level**	**SCQF 9**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	X Guo		

Summary of Module

Business-to Business (B2B) relationships adopt many forms with multiple relationships being viewed as networks, Ford, Gadde, Hakansson and Ivan (2011, p.1) state, 'Business relationships are quite simply the basis of business and without them no company can operate', thus emphasising the importance of the academic research field. The requirement to nurture business relationships and their associated networks is driven by the many benefits brought from successful long-term relations including adding value to customers via efficiency savings, product expertise, technology advantages and access to skills and resources that otherwise would be too costly or difficult to manage. However, managing business networks can become an extraordinarily complex process that must consider all parts of the supply chain and the intended value. Business relationships can be understood by reflecting characteristics of 'modern business' including: 1.) the reliance on others to deliver a complete product / service to the market, 2.) the reality that the business world is interdependent and 3.) in business there is necessary interaction with other market actors.

This module will explore: The importance of business relationships, the different facets of relationships (suppliers, intermediaries, stakeholders), managing B2B networks and the associated requirements to embed network management into business processes and the challenges of network marketing in a B2B context.

Key themes include:

- The B2B landscape
- B2B Marketing theories and concepts
- B2B relationship types
- The impact of business interactions
- Interactions and interdependency in B2B relationship networks
- Managing and adding vlaue via B2B relationship networks
- Technology and the associated influence on B2B relationships

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify and distinguish various relationship types within a B2B network.
L2	Analyse and critically evaluate internal and external influences on B2B relationships considering the impact of interdependency on business success
L3	Critically evaluate B2B relationship and network marketing theoretical concepts and processes.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Develop a broad understanding of B2B network marketing and associated models and concepts. Understand and be able to critically evaluate interdependent B2B relationships in relation to business success and impact.
Practice: Applied Knowledge and Understanding	**SCQF 9** Identify and distinguish relationship types and apply B2B network theory in developing a practical approach to network marketing that will optimise a firm's success.
Generic Cognitive skills	**SCQF 9**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Critically identify and evaluate the impact B2B marketing strategy has on a firm's success.
Communication, ICT and Numeracy Skills	**SCQF 9** Develop a range of communication skills that demonstrate the ability to evaluate and articulate analysis of data orally, via visual presentation and through professional written communication.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate social interaction and leadership skills in planning and executing tasks relating to both personal and group work. Systematically identify and address their own specific learning needs, making use of academic and professional support available.

Prerequisites	**Module Code** MARK07006	**Module Title** Introduction to Marketing
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200 hours total

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brennan, R., Canning, L., and McDowell, R (2020) Business-to Business- Marketing, Sage Publications Ltd.

Hall, S (2020) B2B Digital Marketing Strategy: How to use new frameworks and models to achieve growth, Kogan Page Ltd, GB.

Daly, P (2019) International Supply Chain Relationships, Kogan Page Ltd, GB.

Hall, S (2017) Innovative B2B Marketing: New models, Processes and Theory, Kogan Page Ltd, GB.

Hollensen, S. (2020) Marketing Management: A Relationship Approach. 4th edn. Amsterdam, Pearson.

O'Brien, J (2021) Supplier Relationship Management (3rd edn), Kogan Page Ltd, USA

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make

reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Marketing, Innovation, Tourism & Events**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	S Azzi
External Examiner	A Gillani
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation - 40%
Assessment 2
Essay - 60%
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☐	☐	☐	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Essay	☐	☒	☒	☐	☐	60%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
MC changed due to the leaving of a colleague. Transferred module descriptor information to new template	15 March 2026	X Guo