Module Descriptor

Title	Introduction To Marketing		
Session	2026/27	**Status**	Existing
Code	MARK07006	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	School of Business and Creative Industries		
Module Co-ordinator	Eileen Conlan		

Summary of Module

The aim of this module is to introduce students to the key aspects of marketing and to understand why it is an essential function for businesses today.

There is a belief that marketing is all about advertising and personal selling, while these topics are important they only form a small element of this module. Most of what happens in marketing occurs before the customer sees an advert or encounters a sales representative.

Management guru Peter Drucker confirms the importance of marketing by stating "the business enterprise has two basic functions – marketing and innovation. Marketing is the unique function of the business".

This module will introduce students to the following elements of marketing:

The marketing concept, the marketing mix, the external marketing environment and the extended marketing mix.

Marketing research, market segmentation, targeting and positioning.

The Marketing Mix – Product, Price, Promotion / Communication and Distribution

Examples will be provided from both business-to-consumer (B2C) and business-to-business (B2B) organisations.

Module Delivery Method	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☒	☒	☐	☒

[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

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	Understand the marketing concept and how it is impacted upon by external forces
L2	Understand the key components of marketing research, market segmentation, targeting and positioning
L3	Demonstrate an awareness of how the marketing mix is applied by a wide range of organisations
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 7** Developing and demonstrating an understanding of key marketing techniques, approaches and strategies Assessing the effectiveness of marketing techniques and strategies across a range of markets
Practice: Applied Knowledge and Understanding	**SCQF 7** Applying marketing principles in dynamic and changing markets in order to appreciate their impact, both positive and negative
Generic Cognitive skills	**SCQF 7**
Communication, ICT and Numeracy Skills	**SCQF 7** Communication, both oral and written, based on business practices which will require ICT and digital skills to be developed
Autonomy, Accountability and Working with Others	**SCQF 7** Time management skills when organising schedule of work, working in a group and being able to resolve conflict satisfactorily

Prerequisites	**Module Code**	**Module Title**
	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.

Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on-campus workshops (dates for on-campus sessions to be confirmed each term)

This module will make use of a range of techniques to engage the student and to motivate them to develop a deeper understanding of the topic.

Online quizzes based around relevant textbook chapters will ensure the student is familiar with the scope, depth and complexity of key topics. The aim of the lecture is to engage with the student by using powerpoint slides, video material, formative assessment activities and source material relevant to the topic. Tutorial activities will be the focus for student presentations and group work based around specific source material. Tutorial material for students on the GA course will be adjusted to suit the format of their course.

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
Asynchronous Class Activity	84
Independent Study	80
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Dibb, Simkin, Pride and Ferrell, (2023), Marketing Concepts and Strategies (9th edition), Cengage Learning

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via the VLE.

(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 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:** Students should reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance.

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. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(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	**MITE**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** **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	Theo Tzanidis
External Examiner	A Gibb
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.05

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Multiple Choice Test (40%)
Assessment 2
Portfolio (60%) The word count will align with the guidance in the Assessment Handbook
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**
Multiple Choice Test	☒	☒	☐	☐	☐	40	15

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☐	☐	☒	☐	☐	60	21

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**