Session: 2023-24

Title of Module: Marketing Research Practice (MRP)			
Code: MARK08008	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Valerie Will		

Summary of Module

This module discusses with students **both** the rationale for **and** the practice of marketing research so that they develop an understanding of **why and how** to conduct robust research in marketing. The emphasis during the module will be on the practice of marketing research which means that in lectures students will be encouraged to investigate and understand the why of marketing research, while through the workshops and the coursework they will have the opportunity to practise the how aspect (and so will have the opportunity to build their knowledge of, and practise, the **skills required** which is important from a real-world/employability perspective).

This module is marketing research focused, but may be useful to students outwith the marketing subject area.

The syllabus will include the following areas:

- The relevance of marketing research for organisations
- The marketing research process
- Secondary data collection
- Primary data collection
- Designing questionnaires
- Sampling methods
- Data analysis and presentation

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Evaluate and discuss the various marketing research tools and techniques available to the organisation
L2	Investigate and analyse a given market situation and/or problem using appropriate research methods
L3	Discuss and present research-related material logically and succinctly in an appropriate format
L4	Demonstrate the relevance of marketing research to the organisation
L5	Click or tap here to enter text.

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 Level **8** Knowledge and understanding of the relevance of marketing research for organisations; the marketing research process; data collection techniques and methods of analysis plus how to present data clearly and effectively.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Carrying out a research project and analysing information gathered: using electronic sources of information to gather research material on a given topic. Conducting practical research tasks such as preparing questioning devices and conducting interviews.

Generic Cognitive skills	SCQF Level **8** Critically evaluating and interpreting research information in order to define and recommend a market-specific response/course of action. Assessing the relevance of research tools and techniques in relation to a specific business situation	
Communication, ICT and Numeracy Skills	SCQF Level **8** Gathering marketing research data using e-sources of information. Conveying complex marketing research information and proposed courses of action to an audience in order to assist with business decision-making. Oral presentation(s). Using a range of standard applications such as MS Word, MS Excel and MS Powerpoint to obtain, process and present data. Using Qualtrics questionnaire design and data analysis software. Introduction to qualitative data analysis software such as Quirkos	
Autonomy, Accountability and Working with others	SCQF Level **8** Working individually and in groups in order to prepare class work and if appropriate, assessed items. The individual is accountable to the group for their work. Adopting a professional/managerial orientation in order to facilitate group work.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: MARK07006 MARK07009 MARK07010	**Module Title:** Introduction to Marketing Marketing & Academic Skills * Global Marketing Environment *
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	24

Independent Study	140
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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

Prescribed text:
Nunan, Daniel, David F Birks and Naresh K Malhotra (2020). Marketing Research Applied Insight Pearson (6th edition)
or
McQuarrie, Edward F (2016). The Market Research Toolbox Sage (4th edition) Times/Prentice Hall.

Suggested additional texts:
Brown, T.J. and Suter, T.A. (2013) MR 2. 2nd edn. United States: South-Western College Publishing.
Kent, R.D. (2007) Marketing research: Approaches, methods and applications in Europe. London: Cengage Learning EMEA.
Malhotra, N.K., Birks, D.F. and Wills, P.A. (2012) Marketing research: An applied approach. 4th edn. Harlow: Financial Times/Prentice Hall

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

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 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:

Per the Student Attendance and Engagement 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.](#) Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Divisional Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	Yes ☐No ☐
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Dr Xuili (Shelly) Guo
External Examiner	A Gibb
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2023-24

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 Portfolio of work, comprising up to 4000 words in total - 100% of the marks for the module. Students have weekly tasks to write up into a learning Portfolio as a 'learning log' style of assessment – they learn about, practice and reflect on the concepts and skills of the module

then in short (approx. 400 words) essays, answer specific tasks/report in their Portfolio. The essays are presented as one document submitted at the end of the module.
Assessment 2 N/A
Assessment 3 N/A
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio	✔	✔	✔	✔		100	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)