Session: 23/24

Title of Module: Marketing A Business			
Code: MARK08013	**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:	James Watt		

Summary of Module
The aim of this module is to enable learners to understand how organisations use marketing techniques in order to achieve organisational goals.
There is a general belief that marketing is only about advertising and selling, while these are important, learners will be introduced to a wide range of topics which help place these in perspective.
Management guru, Peter Drucker, confirms the importance of marketing by stating "the purpose of business is to create a customer. The business enterprise has two, and only two, functions: marketing and innovation produce results, all the rest are costs. Marketing is the distinguishing, unique function of the business."
Key topics include the marketing concept, the internal and external environment, marketing research, market segmentation & positioning. Fundamental aspects of the marketing mix will be studied in depth across a range of markets including consumer and business-to-business.
Learners will be able to appreciate the many and varied approaches firms take when marketing their products and services to consumers.
This module is delivered via an Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner.

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	Demonstrate an understanding of the marketing concept and how external environmental factors impact upon marketing decisions
L2	Demonstrate an understanding of marketing research, market segmentation, targeting and positioning across a range of business sectors
L3	Evaluate the marketing mix actions of organisations which enables them to gain a competitive advantage over their rivals
L4	Click or tap here to enter text.
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** 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 Level **8** Applying marketing principles in dynamic and changing markets in order to appreciate their impact, both positive and negative

	Making use of investigative enquiry into the application of marketing mix material
Generic Cognitive skills	SCQF Level 8 Evaluating theoretical approaches to marketing and determining the relative advantages and disadvantages to differing practical situations Investigating and utilising academic material and applying the research to the marketing industry
Communication, ICT and Numeracy Skills	SCQF Level **8** Demonstrating fluency in written communication Utilising digital resources to undertake research into the marketing activities of businesses
Autonomy, Accountability and Working with others	SCQF Level **8** Time management skills when organising a schedule of work across the timeframe of the module and the course. Demonstrating the ability to undertake independent research

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching
This module is delivered via Accelerated and Immersive Education (AIE) approach. The AIE is designed to digitally deliver teaching and learning in a mobile, immediate and interactive manner. It responds to the challenges of a digitally accelerating world by providing a versatile, student-centred and empowering educational experience that flexibly adapts to the field, industry and lifestyles of individual students. Core educational content is hosted through a cloud-based virtual learning platform that allows staff to customise and digitally deliver content that is visual, vibrant and engaging. Through the integration of digital, social and transformational technologies student learning is a facilitated, convergent and immersive process being co-created by staff, students and their social networks. Therefore, the AIE is specifically designed to provide a collaborative, interactive and immersive educational experience for the modern 21st Century learner.

Learning Activities During completion of this module, the learning activities	**Student Learning Hours** (Normally totalling 200

undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	48
Independent Study	104
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

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

Dibb, S., Simkin, L., Pride, W,. Ferrell, O. (2019) Marketing Concepts and Strategies. 8th edition. London. Cengage Publishing.

(**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:

Attending lectures and tutorials

Completing online activities outwith class time

Completing assessments

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)

Supplemental Information

Divisional Programme Board	Marketing, Innovation, Tourism and Events
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Marketing, Innovation, Tourism and Events
Moderator	Dr. Emma Reid
External Examiner	A. Gibb
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.03

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 Class Test (40%)

Assessment 2 Portfolio (60%)

(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
	X	X				40	

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
			X			60	

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%	36 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)