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Staff Login

Study at UWS

Current students

Schools

Research

International

Alumni

About UWS

Contacts

Page Navigation

[PSMD Catalogue Home](#)



[A-Z of Module Titles](#)

[A-Z of Module Codes](#)

[Modules by SCQF Level](#)

[Modules by Term](#)

[Modules by Campus](#)

[Modules by School](#)

[Modules by Subject](#)

[Search](#)

Module Descriptors

This page displays the selected Module Descriptor.



[Printer friendly version](#)

[General](#)

[Module Delivery](#)

[Learning Outcomes](#)

[Learning and Teaching Details](#)

[Supplemental Information](#)

[Assessment Outcome Grids](#)

Session: 2022/23

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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 & Creative Industries		
Module Co-ordinator:	James Watt		

Summary of Module
<p>The aim of this module is to enable learners to understand how organisations use marketing techniques in order to achieve organisational goals.</p> <p>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.</p> <p>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."</p> <p>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.</p> <p>Learners will be able to appreciate the many and varied approaches firms take when marketing their products and services to consumers.</p> <p>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.</p>

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

✓					✓	
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Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

[\[Top of Page\]](#)

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an understanding of the marketing concept and how external environmental factors impact upon marketing decisions</p> <p>L2. Demonstrate an understanding of marketing research, market segmentation, targeting and positioning across a range of business sectors.</p> <p>L3. Evaluate the marketing mix actions of organisations which enables them to gain a competitive advantage over their rivals</p>

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)	<p>SCQF Level 8.</p> <p>Developing and demonstrating an understanding of key marketing techniques, approaches and strategies</p> <p>Assessing the effectiveness of marketing techniques and strategies across a range of markets</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Apply marketing principles in changing and challenging markets in order to appreciate marketing decisions</p> <p>Making use of investigative enquiry into the application of marketing mix material</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Evaluating theoretical approaches to marketing and determining the relative advantages and disadvantages to differing practical situations</p> <p>Investigating and utilising academic material and applying the research to the marketing industry</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Demonstrating fluency in written communication</p> <p>Making use of digital resources to undertake research into marketing activities of businesses</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Time management skills when organising a schedule of work across the timeframe of the module and the course.</p> <p>Demonstrating the ability to undertaking independent research</p>

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.

[\[Top of Page\]](#)

Learning and Teaching	
<p>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.</p> <p>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 between 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.</p>	
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	24
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	104
	200 Hours Total

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

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

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)

Engagement Requirements

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

[\[Top of Page\]](#)

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
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Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	Dr Valerie Will
External Examiner	S Forbes
Accreditation Details	
Version Number	1.03

[\[Top of Page\]](#)

Assessment: (also refer to Assessment Outcomes Grids below)
Test
Portfolio of written work
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓		40	0

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			✓	60	0
Combined Total For All Components				100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

[\[Top of Page\]](#)

Note(s): 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.
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Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity

and human rights. Where required module assessment will be adapted to meet student requirements.
<http://www.uws.ac.uk/equality/>

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)