Session: 23/24

Title of Module: Global Marketing			
Code: MARK08015	**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:	King Omeihe PhD		

Summary of Module

The need for global marketing has grown significantly in recent years. While the fundamentals of marketing remain consistent worldwide, the application of these strategies can vary dramatically from one country to another. Strategies that are effective in one region may not yield the same results in another. Companies that overlook the importance of global marketing risk losing market share to competitors offering better prices, experiences, and products.

This module is designed to provide students with a comprehensive understanding of global marketing, encompassing both its theoretical and practical aspects. It seeks to illustrate how a company's marketing function can enhance its credibility in the marketplace and strengthen consumer relationships through practices aimed at caring for our world. The module content is structured to foster the development of key skills, such as critical thinking and research. The educational approach emphasises learning opportunities within the context of global marketing.

Students will be equipped to address the challenges associated with devising and executing global marketing strategies. Throughout this module, students will explore critical topics such as the fundamental principles of global marketing, the debate over standardising versus adapting marketing strategies across different cultures, the global marketing environment, and strategies for entering international markets. Additionally, they will gain insights into the global marketing mix and other essential concepts. This module is designed to offer students a robust perspective on global marketing, preparing them to effectively explore and compete in the global business landscape.

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	Develop a critical understanding of the main theoretical concepts used to assess global marketing
L2	Critically analyse and evaluate the issues related to global market entry strategies.
L3	Apply theory to practice to solve global marketing challenges.

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** Demonstrate an understanding of the various theories and concepts related to global marketing activities.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Demonstrate the ability to apply theories and concepts to practice and evaluate data and information from a range of specific sources related to global marketing research.
Generic Cognitive skills	SCQF Level **8** Evaluate specific theories and utilise them in a way designed to solve global marketing problems.
Communication, ICT and Numeracy Skills	SCQF Level **8** Communication skills will be developed through the assessment and in-class discussions. ICT skills will be utilised for the research, preparation, and submission of the assessment.
Autonomy, Accountability and Working with others	SCQF Level **8**

	Working as part of a team, taking responsibility for individual tasks, cooperating, resolving conflict, and developing team spirit.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: MARK07006	**Module Title:** Introduction to Marketing
	Other:	N/A
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 a maximum of 48 contact hours.	
Learning Activities During the 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
Tutorial/Synchronous Support Activity	24
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following material forms an essential foundation for the module content and, ultimately, the learning outcomes: Green, M., and Keegan, W. (2020). Global Marketing. 10th ed. Harlow: Pearson Education Ltd. Details of additional resources, including textbooks, journals, and online resources, will be provided at the beginning of each session in the Module Handbook and on the VLE.

Textbooks

Kotler, P. and Armstrong, G., (2016). Principles of Marketing. New Jersey: Pearson Prentice Hall.

Kotabe, M and Helson,K. (2016). Global Marketing Management. Hoboken: John Wiley and Sons.

Armstrong, G., Kotler, P. Harker, M. and Brennan. R. (2015). Marketing: An Introduction. New Jersey: Pearson Prentice Hall.

Porter, M.E. (1985). Competitive Advantage. New York: Free Press.

Deresky, H. (2014). International Management: Managing across borders and cultures. London: Prentice Hall.

Lee, K. (2012). Global Marketing Management. Oxford: Oxford University Press.

Hollenson, S. (2017). Global Marketing. London: Pearson.

Articles

Bartlett, C. A., and Sumantra, G. (2000). Going Global: Lessons from Late Movers. Harvard Business Review 78, no.2. pp. 132-142.

Craig, C. S and Douglas, S.P. (1996). Responding to the Challenges of Global Markets: Change, Complexity, Competition, and Conscience. Columbia Journal of World Business 31, no. 4. pp. 6-18.

Garten, J. (2000). World View: Global Strategies for the New Economy. Cambridge, MA: Harvard University Press.

Li J, and Guisinger, S. (1991). How Well Do Foreign Firms Compete in the United States? Business Horizons 34, No. 6. pp. 49-53.

(**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.

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.

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 & Events
Assessment Results (Pass/Fail)	No
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Rong Li
External Examiner	TBC
Accreditation Details	N/A
Changes/Version Number	New Module

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Presentation (40%)
Assessment 2 – Report (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
	✓					40	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
		✓	✓			60	0

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)