University of the West of Scotland

Module Descriptor

Title of Module: B2B Marketing and Relationship Networks			
Code:	**SCQF Level:** Choose an item. **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Pravin Balaraman		

Summary of Module

Business-to Business (B2B) relationships adopt many forms with multiple relationships being viewed as networks, Ford, Gadde, Hakansson and Ivan (2011, p.1) state, 'Business relationships are quite simply the basis of business and without them no company can operate', thus emphasising the importance of the academic research field. The requirement to nurture business relationships and their associated networks is driven by the many benefits brought from successful long-term relations including adding value to customers via efficiency savings, product expertise, technology advantages and access to skills and resources that otherwise would be too costly or difficult to manage. However, managing business networks can become an extraordinarily complex process that must consider all parts of the supply chain and the intended value. Business relationships can be understood by reflecting characteristics of 'modern business' including: 1.) the reliance on others to deliver a complete product / service to the market, 2.) the reality that the business world is interdependent and 3.) in business there is necessary interaction with other market actors.

This module will explore: The importance of business relationships, the different facets of relationships (suppliers, intermediaries, stakeholders), managing B2B networks and the associated requirements to embed network management into business processes and the challenges of network marketing in a B2B context.

Key themes include:

- The B2B landscape
- B2B Marketing theories and concepts
- B2B relationship types
- The impact of business interactions
- Interactions and interdependency in B2B relationship networks
- Managing and adding vlaue via B2B relationship networks
- Technology and the associated influence on B2B relationships

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☒	☒	☐	☐	☐

See Guidance Note for details.

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.

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.

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

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	Identify and distinguish various relationship types within a B2B network.
L2	Analyse and critically evaluate internal and external influences on B2B relationships considering the impact of interdependency on business success
L3	Critically evaluate B2B relationship and network marketing theoretical concepts and processes.
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 **9** Develop a broad understanding of B2B network marketing and associated models and concepts. Understand and be able to critically evaluate interdependent B2B relationships in relation to business success and impact.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Identify and distinguish relationship types and apply B2B network theory in developing a practical approach to network marketing that will optimise a firm's success.
Generic Cognitive skills	SCQF Level **9** Critically identify and evaluate the impact B2B marketing strategy has on a firm's success.
Communication, ICT and Numeracy Skills	SCQF Level **9** Develop a range of communication skills that demonstrate the ability to evaluate and articulate analysis of data orally, via visual presentation and through professional written communication. Click or tap here to enter text.
Autonomy, Accountability and Working with others	SCQF Level **9** Demonstrate social interaction and leadership skills in planning and executing tasks relating to both personal and group work. Systematically identify and address their own specific learning needs, making use of academic and professional support available.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other: MARK07006	Introduction to Marketing
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	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	64
Independent Study	100
	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: Brennan, R., Canning, L., and McDowell, R (2020) Business-to Business- Marketing, Sage Publications Ltd. Hall, S (2020) B2B Digital Marketing Strategy: How to use new frameworks and models to achieve growth, Kogan Page Ltd, GB. Daly, P (2019) International Supply Chain Relationships, Kogan Page Ltd, GB.

Hall, S (2017) Innovative B2B Marketing: New models, Processes and Theory, Kogan Page Ltd, GB.

Hollensen, S. (2020) Marketing Management: A Relationship Approach. 4th edn. Amsterdam, Pearson.

O'Brien, J (2021) Supplier Relationship Management (3rd edn), Kogan Page Ltd, USA

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:

In line with the Academic Engagement and Attendance 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 Moodle, 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)	Yes ☐No ☒
School Assessment Board	
Moderator	Moderator
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

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 Presentation 40%
Assessment 2 Essay 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
Presentation	√					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
Essay		√	√			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%**	**XX 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)