

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Marketing In Action			
Code:	SCQF Level: 9 (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			
<p>The aim of this module is to introduce students to topical marketing issues which are impacting upon marketing decisions of firms across a wide range of sectors. These topics may not have been covered in great depth by students in previous marketing modules, but they are relevant to marketers today and will impact upon tactical and strategic marketing decisions.</p> <p>It is not possible to identify every issue which will be taught in this module but examples of issues which require the attention of marketing managers today include:</p> <p>Woke marketing – how gender stereotypes, racial issues, sexual identity and equality issues are being addressed by marketing bodies such as The Advertising Association, The Chartered Institute of Public Relations and The Committee of Advertising Practice etc.</p> <p>Brands and political issues – how brands are being impacted by political issues, such as Ukraine and Palestine, and how they respond to these developments.</p> <p>How the British retail landscape is being affected by the growth of online shopping, the decline of the high street, developments in retail technology and the attempts of retailers to engage with customers to improve the retail experience.</p> <p>How brands are adapting to sustainability issues, food waste, green tourism, demarketing, packaging and accusations of greenwashing.</p>			

Sports marketing – the globalisation of sport, how brands and countries utilise sport marketing to their advantage - sportswashing.

A further aim of this module is for students to understand employment trends within the marketing industry, what skills employers look for in marketers, what their own skills are and how they can bridge the gap between the two.

Module Delivery Method

Face-To-Face	Blended	Fully Online	Hybrid	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 knowledge and understanding of how gender, race and political factors impact upon the marketing activities of a brand / marketing sector.
L2	Evaluate and analyse the implications of national and global forces upon brands, markets and industry sectors in the UK

L3	Critically analyse the skills gap between the individual student and the requirements of marketing employers in order to succeed in the marketing sector.
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)	<p>SCQF Level 9</p> <p>Demonstrating a deep understanding of the scale, scope and complexity of topical issues which can impact upon marketing activities and brands.</p> <p>Critically evaluate the marketing skills required by marketers in a dynamic and fast-changing marketing world.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Critically assessing the implications of marketing decisions made in the light of external developments and providing solutions as to how these problems can be overcome.</p> <p>Critically evaluating the individual student's own skills with the requirements of marketing employers and proposing pathways in which these gaps can be bridged.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Demonstrating critical analysis and interpretation of marketing problems being experienced in a sector-specific field and providing solutions in both short, medium and long-term plans.</p>

	Collating, analysing and interpreting information from a variety of academic and non-academic sources	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Engaging in formal and informal discussions with staff and peers, within a classroom and online environment, on complex and sensitive issues in a respectful manner.</p> <p>Utilising a range of technologies to enhance skills in the areas of personal research, group work, presentation, and report-writing</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Working effectively as an individual and as part of a team in both formal and informal settings, engaging with class activities in a collegiate manner with both staff and students, and taking responsibility for the individual and group actions.</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.

Learning and Teaching	
<p>This module will make use of a range of techniques with which to engage the student and to motivate them to develop an understanding of the topic.</p> <p>The use of lecture slides, source material, group work activities, student presentations and class discussions will be supplemented by the use of the Socrative and Mentimeter apps to maximise student engagement.</p>	
<p>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.</p>	
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	12
Asynchronous Class Activity	64
Independent Study	100
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)**

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

Because of the contemporary nature of this module there is no single textbook which will adequately provide material for the syllabus. Instead, students will be expected to make regular use of marketing websites:

Marketing Week

Campaign

Retail Week

PR Week

Harvard Business Review

BBC Sounds app

International Journal of Retail and Distribution Management

International Journal of Sports Marketing and Sponsorship

International Review of Retail, Distribution and Consumer Research

Journal of Brand Management

Journal of Consumer Marketing

Journal of Fashion Marketing and Management

Journal of Marketing

Journal of Marketing Management

Marketing Review

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

(*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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism and Events
Moderator	Dr.Pravin Balaraman
External Examiner	TBC
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 Case study 30%

Assessment 2 Report 70%

(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					30%	

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	X			70%	

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

Version Number: MD Template 1 (2023-24)