**University of the West of Scotland**

**Module Descriptor**

**Session:**

| Title of Module:  Insights and Trends | | | |
|---|---|---|---|
| Code: LNDN10005 | SCQF Level: 10 (Scottish Credit and Qualifications Framework) | Credit Points: | ECTS: 20 (European Credit Transfer Scheme) |
| **School:** | School of Business & Creative Industries. | | |
| **Module Co-ordinator:** | Dr Sultanul Chowdhury | | |

| Summary of Module |
|---|
| The module builds on learning undertaken in levels seven, eight and nine and seeks to enable the student to build towards an advanced level of critical insights and contemplation necessary in today's unpredictable and complex marketing environment. Understanding fast paced market trends and consumers should be the central focus of any marketing oriented business. It is essential to successful marketing strategy that this understanding is in context of current and future market and competitive dynamics. This module, therefore, aims to build on the understanding of consumer behaviour and core marketing research techniques covered in the level eight and nine. Researchers and marketing executives are now expected to contribute more fully to decision making and analysis and to being the voice of the consumer/market trends within their respective organisations.<br><br>The module synthesises cutting edge discussion of modern marketing concepts with the honing of research, problem solving and analytical skills. Upon successful completion of the module students will be able to understand and apply strategies that outlines the critical role of customer insight and provides techniques and strategies that will help marketers identify trends, nurture leads and understand consumers - ultimately, empowering them to grow profits. |

| 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)** <br> **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** <br> At the end of this module the student will be able to: | |
|---|---|
| L1 | Demonstrate a coherent and detailed understanding of a range of technique's available to provide analysis of the market and the competitive context of consumer decision making |
| L2 | Collect, integrate and analyse market data and employ insight tools to support evidenced- based decisions to drive changes within marketing department to improve marketing decision processes. |
| L3 | Design and implement insight techniques presented within the module to given and chosen scenarios improve to improve their understanding of market trends and insight and in turn improve marketing strategy. |
| L4 | Justify and present in a professional manner his/her decision in the context of assessing relevant best marketing practice. |
| 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 **10** <br><br> SCQF Level 10. <br><br> Demonstrate a broad knowledge of the main aspects of insights and trends within a marketing environment. <br><br> Demonstrate an in-depth knowledge and understanding of creativity and problem solving. |

| Practice: Applied Knowledge and Understanding | SCQF Level **10** Apply skills and knowledge to support changing insights within the organisation's marketing process. Applying relevant knowledge and understanding to a range of complex situations. Applying a range of skills, knowledge and understanding of creativity and problem solving to key issues within insights and trends. |
|---|---|
| Generic Cognitive skills | SCQF Level **10** Critical thinking and evaluation of key concepts. Analysing complex business situations, with often limited information. |
| Communication, ICT and Numeracy Skills | SCQF Level **10** Convey complex concepts and theory in a coherent and clear manner. Use ICT to investigate and process data and information. Collect, analyse and communicate a range of numerical and graphical information. |
| Autonomy, Accountability and Working with others | SCQF Level **10** Ability to work in a team to address complex issues. Using initiative to cooperate and share learning with fellow students. Working and leading teams, taking responsibility for own and others work. Reflecting on personal development and identification of own needs. |

| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | **Module Code:** | **Module Title: Insights and Trends** |
| | **Other:** LNDN10005 | |
| **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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours** |
| Lecture/Core Content Delivery | 36 |
| Independent Study | 164 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | Hours Total 200 |

| **\*\*Indicative Resources: (eg. Core text, journals, internet access)** |
| --- |
| The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br><br> Christine Bailey ( 2020), Customer Insight Strategies: How to Understand Your Audience and Create Remarkable Marketing, Kogan Page.<br><br>Click or tap here to enter text.<br><br>Click or tap here to enter text.<br><br>Please ensure the list is kept short and current.  Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.<br><br>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 at the following link: Academic engagement procedure

https://www.uws.ac.uk/media/6588/student-attendance-and-engagement-procedure-september-2023.pdf

**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** | |
| **Assessment Results (Pass/Fail)** | Yes ☐No ☐ |
| **School Assessment Board** | |
| **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** | |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).<br>Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).<br>**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.**<br>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 – Portfolio of written work – 60% |
| Assessment 2 – Written Assignment – 40% |
|  |
| (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.<br>(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** |
| Portfolio of written work | X | X | X | X | | 60% | |

| 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** |
| Written Assignment | X | X | | X | | 40% | |

| 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 (2024-25)**