University of the West of Scotland
Module Descriptor

Session: 2023/24

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Title of Module: Brands and Branding

Code: MARK10010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Polly Sokolova		

Summary of Module

This module has been developed to respond to the growing interest and awareness of the central significance of brands and branding in contemporary society and across different cultures. Taking both a macro as well as a micro perspective, it will offer insights into the study of everyday brands as well as famous brands and iconic brands. It will also demonstrate how brands are created in terms of their key components - logo, design, words, imagery, sound, etc - in order to appeal to an intended market. Brand positioning and differentiation strategies will also be explored, as well as how brands evolve over time to reflect changing consumer needs, wants and desires. The growing emphasis on consumer experience, experiential marketing and the experience economy will also be covered in this module.

- By the end of the module students should have a better understanding of brands and branding as a defining aspect of contemporary culture

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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:
✓				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Develop a critical understanding of brands and branding in contemporary society.

L2. Comprehensively analyse and apply brand theory to marketing practice.

L3. Broaden knowledge and develop insights into the significance of brand strategy

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. Building a strong knowledge and understanding of brands Building a strong knowledge and understanding of the processes involved in branding for both large and small organisations Critically analysing the role of brands in contemporary consumer culture Developing a deep understanding of macro issues related to branding in order to better comprehend the context within which brands and branding exist.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Relating theory to practice by applying creative branding concepts to live case studies and examples.
Generic Cognitive skills	SCQF Level 10. Critically analysing complex concepts and interpreting information from a diverse range of sources and integrating this information in a coherent manner. Critically reviewing and consolidating knowledge, skills and practice in relation to brands and branding.

Communication, ICT and Numeracy Skills	SCQF Level 10. Developing oral presentation skills with computer aided technology.	
Autonomy, Accountability and Working with others	SCQF Level 10. Working effectively with others in groups to achieve specified goals within a limited timeframe and in a professional manner. Developing internal skills in the areas of listening, negotiating and taking responsibility for achieving goals.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: MARK09012	**Module Title:** Marketing Communications
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
There will be 10 1 hour online lectures and 12 two hour tutorials. Lectures will focus on key academic theories with reading lists and some video links. Students are also encouraged to read widely in both the quality and popular media. Tutorials will focus on applying knowledge to practice. In depth discussions will be encouraged and expected.	
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	16
Tutorial/Synchronous Support Activity	**20**
Asynchronous Class Activity	0
Independent Study	164
	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: Lalaounis, S.T. (2021) Strategic Brand Management and Development, Routledge, Taylor and Francis Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle.	

(**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

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	Dr Caglar Bideci
External Examiner	
Accreditation Details	
Changes/Version Number	2.04 • Reading lists should identify one core resource, and include the standardstatement about further resources being detailed on the VLE. • The core resource should have a full reference, including year, rather than'current edition'. • Delivery of all modules should be 'blended only', not 'fully online' or 'face toface'. • Check the campuses of delivery for your module – some are also London andsome may be Dumfries if they are on the p/t programme. • Learning activities should be 36hrs and the rest self-study – to keep consistentwe are labelling this as 'lecture/core content delivery' (with the emphasis on core delivery due to the CF).

Assessment: (also refer to Assessment Outcomes Grids below)

Report

Portfolio

(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.)

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.

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓			60	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 practical work		✓	✓	40	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

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)