

# University of the West of Scotland

## Module Descriptor

Session: 24-25

|   |   |                             |  |
|---|---|-----------------------------|--|
| <b>Title of Module</b> Marketing Strategy Theory (MST)  |   |                             |  |
| <b>Code:</b> MARK10016  | <b>SCQF Level: 10</b><br>(Scottish Credit and Qualifications Framework) | <b>Credit Points:</b><br>20 | <b>ECTS: 10</b><br>(European Credit Transfer Scheme) |
| <b>School:</b>  | School of Business & Creative Industries                                |                             |  |
| <b>Module Co-ordinator:</b>   | Eileen Conlan   |                             |  |
| <b>Summary of Module</b>  |   |                             |  |
| <p>This module explores the concept of strategic market management, which emphasises that strategy development should be informed by the market environment, rather than just being internally oriented. This recognises the need for the strategic planning process to be proactive rather than reactive, highlights the role of marketing as the primary link between the organisation and its environment, and appreciates the pivotal importance of marketing in formulating and directing the implementation of the organisation's strategies.</p> <p>The module introduces students to the concept of strategic marketing management as a system that will provide vision to businesses, monitor, and understand the dynamic environment, generate strategic options, and develop marketing strategies based on sustainable competitive advantage.</p> <p>The topics to be covered include marketing's contribution to strategic management; analysis of environmental, competitive, and internal issues; strategic marketing choices for competitive advantage; segmentation, targeting and positioning strategies; product and innovation strategies; service marketing strategies; pricing, distribution and marketing communications strategies; strategy implementation, monitoring and control.</p> |   |                             |  |

|                                       |                                     |                          |                          |                          |                            |
|---------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>Module Delivery Method</b>         |                                     |                          |                          |                          |                            |
| <b>Face-To-Face</b>                   | <b>Blended</b>                      | <b>Fully Online</b>      | <b>HybridC</b>           | <b>Hybrid 0</b>          | <b>Work-Based Learning</b> |
| <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>See Guidance Note for details.</b> |                                     |                          |                          |                          |                            |

|                                       |
|---------------------------------------|
| <b>Campus(es) for Module Delivery</b> |
|---------------------------------------|

|   |                          |                          |                                     |                          |                           |          |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|---------------------------|----------|
| The module will <b>normally</b> 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | Add name |

| Term(s) for Module Delivery               |                                     |        |                          |        |                          |
|---|-------------------------------------|--------|--------------------------|--------|--------------------------|
| (Provided viable student numbers permit). |                                     |        |                          |        |                          |
| Term 1                                    | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| 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   | Explain the principles of marketing strategy and apply them to organisations.  |
| L2   | Analyse strategic internal and external environmental factors in order to evaluate, monitor and measure the organisation's market position so it is continually focused on, and responsive to, market changes. |
| L3   | Generate and critically evaluate appropriate information in relation to marketing strategy formulation, implementation, and control in order to inform strategic options and decision-making.                  |
| L4   | Critically evaluate strategic market planning in relation to organisational objectives and resourcing.   |
| 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 <b>10</b><br><br>Understand the principles of marketing strategy and know how to apply them to given circumstances. |
| Practice: Applied Knowledge and Understanding                       | SCQF Level <b>10</b><br><br>Identify necessary concepts and models, and apply them for a correctly given set of circumstances. |
| Generic Cognitive skills  | SCQF Level <b>10</b>   |

|  |   |  |
|--|---|--|
|  | Critically analyse strategic marketing issues and problems.<br>Develop effective marketing strategies for given problems  |  |
| Communication,<br>ICT and Numeracy<br>Skills           | SCQF Level <b>10</b><br><br>Communicate effectively to a target audience using both speech and writing. Interpret, use and evaluate complex data, ideas and concepts. |  |
| Autonomy,<br>Accountability and<br>Working with others | SCQF Level <b>10</b><br><br>Take responsibility for own work and the work of others with a group/team environment.  |  |
| <b>Pre-requisites:</b>                                 | Before undertaking this module the student should have undertaken the following:  |  |
|  | <b>Module Code:</b><br>MARK07006<br>MARK08015<br>MARK09016  | <b>Module Title:</b><br>Introduction to Marketing<br>Global Environment<br>Marketing Communication Mix |
|  | <b>Other:</b>   |  |
| <b>Co-requisites</b>                                   | <b>Module Code:</b>   | <b>Module Title:</b>   |

\*Indicates that module descriptor is not published.

| Learning and Teaching   |  |
|---|--|
| <b>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.</b> |  |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                    | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(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 |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>  |                 |
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Thompson, Peteraf, Gamble &amp; Strickland (2020) Crafting &amp; Executing Strategy: The Quest for Competitive Advantage, 22nd Edition, McGrawHill Education West, Ford &amp; Ibrahim, (2017) Strategic Marketing, Creating Competitive Advantage, 3rd Edition, Oxford University Press</p> <p>Phillips, D.M., (2023) Marketing Strategy &amp; Management.</p>                              |                 |
| <p>(**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)</p>  |                 |
| <b>Attendance and Engagement Requirements</b>  |                 |
| <p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Attending lectures and tutorial.</p> <p>Completing assessments.</p> |                 |
| <b>Equality and Diversity</b>  |                 |
| <p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code.</a></p>   |                 |

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

|                                       |   |
|---------------------------------------|---|
| <b>Divisional Programme Board</b>     | Marketing, Innovation, Tourism and Events                           |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| <b>School Assessment Board</b>        | Marketing, Innovation, Tourism and Events                           |
| <b>Moderator</b>                      | Pravin Balaraman  |
| <b>External Examiner</b>              | E Tsoukoku  |
| <b>Accreditation Details</b>          | e.g. ACCA <a href="#">Click or tap here to enter text.</a>          |
| <b>Changes/Version Number</b>         |   |

### 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 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                                  | 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 |
| x                             |                      |                      | x                    | x                    |                      | 70                                  | 0                        |

| 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)**