

1 Module overview

1.1 Introduction

Principles of Marketing is a level four module, taken by first year students and so it is likely that you are a new or relatively new student at UWL – so welcome to the University and welcome to Marketing. The module is well established and previous feedback indicates that most students have enjoyed their first opportunity to study Marketing in depth. This module seeks to introduce students to the subject. No previous knowledge of marketing is assumed, although some students may have some experience of the subject from earlier studies and of course through employment or their own experience as a consumer. As you will discover marketing and consumption are inextricably linked and so as a consumer you will find studying marketing helps you to improve the way you live and being a reflective consumer helps you to study marketing. The University's modular scheme allows students to combine a variety of subjects so you may expect to meet and work with students from a number of courses whilst you study this module.

The tutors who teach Marketing firmly believe that you, the student, need to be active in your participation and contribution to this module for you and your fellow students to have the most rewarding experience – from the word go you will be encouraged to “do your part”. This means taking an active interest in the subject, preparing effectively for classes, voicing your views, responding to the opinions of others constructively, asking questions, preparing assignments and reflecting on what you have experienced. It is expected that you attend all lectures and seminars for this module your tutors will help and encourage you to do this, but above all remember that good learning only really occurs with practice and for that your tutors rely on your effort. Good luck, my colleagues and I hope you enjoy this module and that it forms a sound basis for your future studies at OBC on UW's BA (Hons) Business Management programme..

1.2 Module summary content and aims

This introductory module attempts to provide a variety of learning outcomes some of which are knowledge based, however as with most things in life, just knowing the facts and the theories is not enough – it's whether you are able to see their relevance to a variety of situations and make use of them to improve your decision making. So the key learning that takes place is your application of knowledge and understanding to a number of realistic marketing scenarios /case studies to which you will be introduced throughout the module. By taking this module you will get to know and understand the

environment within which a typical marketing manager operates particularly customers and competitors. You will also learn about how marketing is applied in a range of different contexts – for example, how do not-for-profit firms engage in marketing? How do firms market themselves in global markets? You will also be able to identify the type of information required for marketing decision making concerned with developing appropriate products, promotional campaigns, pricing and distribution policies.

One of the key variables that affect marketers' decisions is the way in which consumers behave and so one of the more important outcomes of the module will be to increase your knowledge and understanding of customer behaviour and appreciate how this might help decision-making. This will include your involvement in discussions of how customers may be divided into groups with similar behaviour patterns.

Once you have acquired an appreciation of the marketing environment you will be introduced to a number of concepts, which will help you to evaluate marketing situations concerning products, promotion, pricing and distribution. Following your assessment of a particular scenario you will be encouraged to say how you (as a manager) would respond in those circumstances. Besides acquiring marketing knowledge and skills this module aims to develop your ability to manage your own learning, communicate your views to your tutor and other students and work effectively in groups.

1.3 Learning outcomes to be assessed

A Knowledge and understanding

1. Students should be able to find out and state marketing terminology, principles, classifications, theories/concepts and methodologies at an introductory level
2. Students should be able to refer to and explain in their own words marketing terminology, principles, classifications, theories/concepts and methodologies relating to simple marketing contexts.

B Intellectual (thinking) skills – able to:

1. Demonstrate knowledge and understanding by giving practical examples of their use in specific simple marketing situations
2. Analyse simple relationships between businesses and their markets and make judgements about simple marketing issues that affect the operation of businesses
3. Formulate simple marketing solutions to problems concerning businesses and their markets.

C Subject practical skills – able to:

1. Design outline survey methods appropriate to a simple market research scenario
2. Develop simple strategies and tactics appropriate to specific marketing scenarios.

D Key transferable skills – able to

1. Plan and prioritise their learning and assessment activities
2. Express their ideas clearly both verbally and in writing
3. Argue and defend their views both verbally and in writing
4. Work with others to assess problems and develop solutions to them.

1.4 Indicative Contact Hours

Teaching Contact Hours	48 hours
Independent Study Hours	152 hours
Total Learning Hours	200 hours

2 Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Assessment 1 Written Course work	1500	N/A	50%	40%	The last Friday of Week 6-7	15 working days after submission
Assessment 2 Written Coursework	2000	N/A	50%	40%	The last Friday of Week 14	15 working days after submission

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Reading list

Kotler, P. and Armstrong, G., (2018). *Principles of Marketing*, Person Education Limited, England.

Needle, D. and Burns, J., (2019). *Business in context: An introduction to business and its environment*. Boston: South-Western Cengage Learning.

Ryan, D., (2017). *Understanding digital marketing: marketing strategies for engaging the digital generation*. Kogan Page Publishers.

Rugman, A.M. and Collinson, S., (2012). *International business*. Pearson Education.

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.